

September, 1950

MEDICAL LIBRARY

NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE

UNIVERSITY
OF MICHIGAN

AUG 7 1950

MEDICAL
LIBRARY



15 Cents



OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



Objects

OF THE

NATIONAL CONGRESS OF

PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Concerning Change of Address

Copies of *National Parent-Teacher: The P.T.A. Magazine* come to subscribers by second-class mail. If copies are not delivered because of wrong or incomplete address, changes of address, or other similar reasons, they are returned to the Magazine office in Chicago at our expense. You can help us keep this item of expense to a minimum and at the same time assure delivery of the Magazine to your home without delay by giving us the following information one month in advance:

NEW ADDRESS:

Name (Please Print)

Street and Number

City, Zone, and State

Association

OLD ADDRESS:

Name (Please Print)

Street and Number

City, Zone, and State

Association

Membership of the
National Congress of
Parents and Teachers
Is Now 6,167,079

Membership by states

Alabama	140,394
Arizona	39,304
Arkansas	88,352
California	818,473
Colorado	95,067
Connecticut	70,927
Delaware	14,230
District of Columbia	28,041
Florida	164,852
Georgia	126,940
Hawaii	39,625
Idaho	33,743
Illinois	388,034
Indiana	171,151
Iowa	92,670
Kansas	105,548
Kentucky	112,783
Louisiana	58,435
Maine	19,385
Maryland	60,859
Massachusetts	87,735
Michigan	197,912
Minnesota	141,213
Mississippi	53,342
Missouri	172,924
Montana	19,608
Nebraska	46,796
Nevada	6,342
New Hampshire	13,802
New Jersey	238,829
New Mexico	17,143
New York	251,054
North Carolina	200,093
North Dakota	23,024
Ohio	405,102
Oklahoma	107,902
Oregon	87,518
Pennsylvania	283,234
Rhode Island	29,027
South Carolina	36,455
South Dakota	25,796
Tennessee	184,161
Texas	338,952
Utah	67,882
Vermont	20,102
Virginia	135,976
Washington	137,206
West Virginia	80,675
Wisconsin	77,196
Wyoming	9,000
Unorganized Territory	2,265
Total	6,167,079

NATIONAL PARENT-TEACHER

THE P.T.A. MAGAZINE

600 South Michigan Boulevard, Chicago 5, Illinois

Officers of the Magazine

Mrs. JAMES FITTS HILL, *President*
 Mrs. JOHN E. HAYES, *Vice-president*
 Mrs. RUSSELL H. OPLINGER, *Treasurer*
 Mrs. GERALD G. WYNESS, *Secretary*

Directors

Mrs. James Fitts Hill Mrs. A. J. Nicely
 Mrs. John E. Hayes Ralph H. Ojemann
 Mrs. Walter H. Beckham Mrs. R. H. Oplinger
 Mrs. Albert L. Gardner Mrs. Gerald G. Wyness
 Mrs. Newton P. Leonard A. W. Zellmer

NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

Editorial Office

600 South Michigan Blvd., Chicago 5, Illinois
 The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

Subscription Office

600 South Michigan Blvd., Chicago 5, Illinois
 ELEANOR TWISS, *Business Manager*

Rates

\$1.25 a year—U.S. and possessions
 \$1.50 a year—Canada
 \$1.75 a year—Other countries
 Single copy—U.S. and possessions, 15 cents
 Single copy—Other countries, 20 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

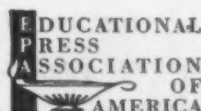
The NATIONAL PARENT-TEACHER is listed in the *Education Index*.

Published monthly, September through June, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1950 by
 National Parent-Teacher, Incorporated

Member of the



Contents for September 1950

The President's Message: From Halfway 'Round the World

Anna H. Hayes 3

Articles

- Americanizing an American Salom Rizk 4
 The Kind of Parents Teachers Like Alice V. Keliher 8
 Old Practices, New Insights Hunter H. Comly, M.D. 11
 Lots of People Are Human:
 1. A Working Definition of Personality .. Bonaro W. Overstreet 14
 Young America Grows Up Alexander Lankler 20
 "For Gentlemanly Deportment . . ." Bernard M. Baruch 25
 What Adolescence Is Like Robert J. Havighurst 26

Features

- Notes from the Newsfront 17
 Camera Highlights from the 1950 Convention 18
 What's Happening in Education? William D. Boutwell 23
 P.T.A. Frontiers 29
 Contents Noted—in Other Magazines 30
 At the Turn of the Dial Thomas D. Rishworth 31
 Poetry Lane 33
 Growing Toward Maturity—Study Courses
 Preschool (Outline) Hunter H. Comly, M.D. 34
 School-age (Outline) Sidonie M. Gruenberg 35
 Adolescents (Outline) .. Ralph H. Ojemann and Eva H. Grant 35
 Motion Picture Previews 36
 Books in Review 39
 Post Exchange 40
 Contributors 40
 Cover Picture H. Armstrong Roberts

Editor EVA H. GRANT

Associate Editors JOSEPH K. FOLSOM RALPH H. OJEMANN
 ANNA H. HAYES ESTHER E. PREVEY
 E. B. NORTON

Advisory Editors MAY LAMBERTON BECKER, *Critic and Author of Children's Books*
 ETHEL KAWIN, *Lecturer in Education, University of Chicago*
 LEONARD W. MAYO, *Director, Association for the Aid of Crippled Children of New York*
 BONARO W. OVERSTREET, *Author, Lecturer, and Adult Educator*
 GEORGE D. STODDARD, *President of the University of Illinois*
 CHARL ORMOND WILLIAMS, *Educator and Past President, National Education Association*
 PAUL WITTY, *Professor of Education, Northwestern University*

Managing Editor MARY A. FERRE



Off to the Orient! Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, pointed to Japan on the wall map of the airline as she waited to board the plane that carried her across the Pacific. As this issue goes to press, Mrs. Hayes is conferring with Japanese and American leaders of the 31,000 P.T.A.'s in Japan, all of which have been organized since 1945. These associations have been acclaimed by General MacArthur for their influential part in bringing democracy into the daily lives of the Japanese people. On the opposite page is the president's first message from the Far East.



NAT

THE PRESIDENT'S MESSAGE

From Halfway 'Round the World

AS THIS MESSAGE is being written your president sits with some fifty other people far, far above the clear blue of the Pacific Ocean on the long daylight span from Honolulu to Wake Island. Many times before I have tried to imagine the size of the world, but never until today has its extent seemed so limitless. Never until today has it seemed so essential that adequate communication be developed between people everywhere on the face of the earth and that such communication include matters of the heart as well as of the hand and the mind.

Ever since the Board of Managers of the National Congress expressed the desire that I should go to Japan in the interest of the parent-teacher movement in that far land, I have been trying to learn something of the ways of our Japanese neighbors. I have been trying to understand some important phases of their culture before attempting to carry to them our experience of more than fifty-three years of constant progress in this home-school-community partnership.

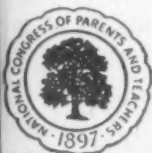
TODAY my seat companion has been a young Japanese woman returning from a visit to America. We have talked of many things—home, family, school, community customs, the history and traditions of our countries. We found more items of difference than items of similarity, but we found warmth of feeling and genuine fellowship in those things on which we could agree completely—chiefly love for children, family, home, and country and devotion to our religious beliefs, different though they were.

Perhaps I learned more of the basic philosophy of Japan from this one devoted patriot than in much reading and study. I am very sure that the basis of our understanding and interest in each other is our common love for children and our common aspirations for their growth and development.

We agreed that people from all lands, people from many differing cultures can find the way to each other's hearts through love and concern for their children. In Japan as in America the parent-teacher association has become the outward manifestation of that interest. We are beginning to see in this instrument a means of uniting people around the earth, a way to build on the existing elements of world understanding—not only for development of the democratic way of life but for the achievement of our goal for the citizen child: a world at peace.

Anna H. Hayes

President, National Congress of Parents and Teachers



*Born an American citizen
—but an exile from birth! The author of this
moving story brings to his first American
experiences a point of view that is
distinctly heartening. We who have known
all our lives the security and comfort
most Americans enjoy are inclined
to take much for granted,
little knowing what an astonishment,
what a miracle our country seems to a
newcomer from the Old World.*

Salom Rizk



© H. Armstrong Roberts

Americanizing an American

IN MY NATIVE COUNTRY, Syria, from the lips of my schoolmaster I heard fabulous tales about America. I dreamed wild and fantastic dreams about America, but I never dared hope or dream that I would go there, much less have the opportunity to confer publicly with my fellow Americans. For I am an American by birth. My mother went to Syria for a visit, and shortly after she arrived there I was born. My mother died the same hour and left me to her relatives and friends in a small mountain village just north of Palestine and just south of Turkey.

From another village came the sweet, kind, motherly woman who was my grandmother. People called her The Peacemaker. The Peacemaker said, "This baby shall not die. He shall live. I shall see that he lives. While he is tiny and helpless he will be my boy. When he grows to manhood I shall be old and I shall need him. He will help me. Three sons had I," my grandmother said, "and I loved them and raised them to manhood, but when they grew up and looked for opportunities here in Syria and saw only eternal poverty and despair, they somehow found out about faraway free America and I lost them. But with this baby it shall be different. America shall not take him away from me. I shall keep him for myself."

And with that resolution The Peacemaker mounted

on her donkey and put me in her lap and took me to her Syrian village—a small, primitive, biblical town of only fourteen homes.

We had no movie, no radio, no library, no books, no newspapers. We even had to make our own gossip! Our home was small and simple, but my grandmother was in it, and she would tell stories. Though illiterate, she was a fascinating storyteller. Her powerful, vivid, and beautiful imagination was my radio and television, my movie screens and comic books and toys. When my grandmother started to tell me one of her stories, all the poverty, coarseness, and drabness around me became beautiful.

But when I was about seven years old, she went to sleep and I could not awaken her. The neighbors carried her on a ladder to the outskirts of the village, dug a crude grave. And I became a homeless waif.

The Way of Desolation

My grandmother's stories had been told not only to entertain but to educate me, to teach me something about religion and citizenship and self-reliance. She had taught me that it is a sin for a boy to make himself a pest to the whole town, to steal, or beg, or eat the bread others work and sweat to produce. And of course I took her literally. I wouldn't beg. I would not even accept the help of kind and generous

neighbors, but after many months of hunger and misery and sleeping in deserted homes with rats and vermin for my company I decided to go back to the town where I was born, find my relatives, and live with them.

The distance between the two towns was not more than twelve miles, but that journey was like living a thousand lives and tasting death a thousand times. It was the time of the First World War, and I had to pass through towns and villages that were dead. They terrified me with their stillness and awful desolation. As I ran away from those frightful sights, I came upon other sights yet more terrifying, upon battlefields still littered with the corpses of fallen soldiers. I was tired and hungry and footsore, but what I saw turned my hunger into sickening revulsion and my fatigue into terror. My bleeding feet became numbed as I ran stumbling over rocks and thorns.

During that war my native country was made a flaming hill and blew up in our faces. We were caught and crushed between the anvil and the hammer of all the clashing empires and their armies. On one side were the great armies of France and England and their colonial troops. On the other side marched the vast hordes of Germany and old imperial Turkey. They thundered up and down our villages, dealing out death and destruction, driving us mad with fear.

Like countless other wretched children who lost their homes and their parents and perhaps their wits, I ran into the wilderness and tried to forage off the land like an animal. Sometimes I starved; other times I stole. Not from the neighbors—nobody had anything left to steal. Like the wild creatures of nature I took from Mother Earth some of the sustenance that the good God put in it—husked corn, grain, anything I could put in my mouth. Sometimes I would climb the trees and steal birds' eggs and fledglings from the nest. Other times I would try to catch a stray goat that the invaders had missed, and when it got tired dragging me all over the hills I would steal its milk. In the springtime when the snow was off the ground, I would dig in the stony earth for a shriveled root to dull the pain of hunger.

The Dawning Dream

When the war finally came to an end, the survivors trudged back to our town, got together, and with their bare hands and fingers restored their shattered homes. One room in a corner of what used to be our schoolhouse was rebuilt, but I was not privileged to attend that school because the tuition was twenty cents each month and I had not a penny. So the door of enlightenment and opportunity was closed in my face, and all I could do was stand on the outside like a beggar and long to enter.

Sometimes I was so jealous of my friends and playmates who were going to that school every day and learning to read the books that I wept, or just knelt

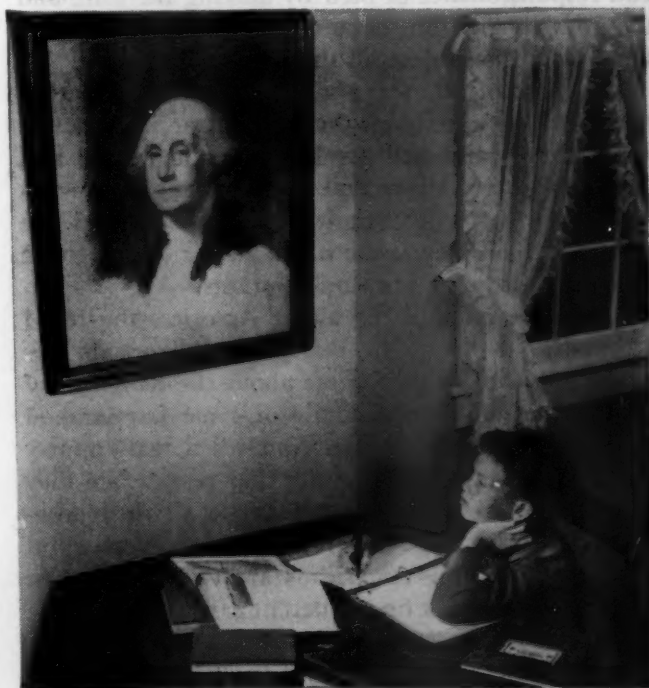
and prayed and begged God to help me find some way to enter that school.

The schoolmaster was a Syrian like myself. Luckily for me he had spent seven years in the United States, and one day he noticed me in the school yard. I was barefooted and had only a homespun rag tied with a string around my waist. The sun had burned my body until I was as dark as the earth, and hunger had eaten the flesh off my bones. Yet he not only admitted me to his school but shared his scant meals with me. Every day he would give me a crust of Syrian bread, and I would sit cross-legged on the earthen floor at his feet, listening to his every word.

Many months after that the teacher gave me a clean sheet of paper and a stub of pencil. That pencil was not more than three inches long, but it came from America, he told me, and it meant more to me than any words in my English or native vocabulary can convey to you. For the first time in my life I held a stub of pencil and a clean sheet of paper in my hands. Before, I had practiced writing the letters of my native language with my finger in dust or ashes.

I took that first precious piece of paper and got down upon my knees and tried to write a letter to the schoolmaster, searching my mind to find words that would express my love and gratitude. When he read the letter he said, "Salom, your letter makes my heart happy. You have made the most of your tiny opportunity, but you have bigger, immeasurable opportunities ahead of you, for you are a citizen of the United States. If you were in America now you would enjoy all the beauty and love and fun and opportunities Americans lavish upon their children."

"America?" I asked him. "You say that I am an American? Is that a joke, Master, calling me an



© H. Armstrong Roberts

American in my rags and poverty? What do you mean?"

He said, "Son, America means heaven. You belong there. Your uncle and two brothers are there, and I shall see that you join them soon."

He explained that, although my father and mother were both dead, they had become American citizens and I too was an American. Then he went on to tell me what America is like.

He did not say that in America everything is easy, that you pick the money off the trees, that the streets are paved with gold. I have heard such nonsense from the lazy and ignorant ones, but my teacher, in beautiful words and love and reverence, told me of a land of peace and plenty and freedom and good will and work and opportunities. He emphasized the industrial ingenuity and science and skill of Americans, and he showed me how their devotion to the ideals of social justice and fair play and education for all had multiplied God's bounty a millionfold.

"In America," he told me, "you can correct any social evil, bring about any social changes, even a whole social revolution without one word of hate, without violence, without treason or conspiracy, for in a free and democratic America, the people, common people, the workers and the farmers, can think for themselves and speak out; they can choose and criticize and change their government, their laws, and their leaders, from the smallest official to the President, just by voting and counting ballots instead of shooting one another and counting corpses."

The Incredible Land

He went on to explain how the founders of the American Republic had abolished the divine rights and powers of kings and established the divine rights and responsibilities of men by making the state and the government the servant of the people, and not the people the subjects of the state.

But most of all, yes, and best of all, my teacher told me about the things that make America America—the schools and colleges built by the people and dedicated to the glory and development of the human and divine potentialities of the boys and the girls of the land, even the sons and the daughters of the humblest immigrants and workers.

The more he told me about America, the less I believed him. I thought, this cannot be, not on this earth. He must be telling me about the Kingdom of Heaven, or maybe just a tale of some fairyland. I would ask him, "Master, is America a real country like Syria? And Americans, are they people, are they real people like us, that they can do all these wonderful things?" And he would sigh nostalgically and say, "Yes, son, yes. Americans are real people just like us. They are not on a different earth, but they are free. That is the difference, for free men can do the deeds of giants and think the thoughts of God."

Promise and Hope

I wrote to my people and they sent me the passage money, but I could not prove to the American consul that I was I. He demanded my birth certificate. I had none. In my village in Syria, when babies were alive, we took it for granted that they had been born. But the consul would not take the word of a ragged, filthy boy thirteen years old, for then as now there were millions and millions of other hungry, ragged, orphaned, betrayed, and dehumanized boys and girls trying to come to America at the same time. So I had to wait. Day after day, week after week, month after month, year after year.

Again and again I would go to see the American consul just to insist, "I am Salom Rizk. I am not a fake. I am genuine." He would shake his head and say, "You have no proof. No proof." And I had no proof. So I would trudge out and pray and wait.

This went on and on for five long, painful years, from the time I was thirteen until I was eighteen. I practically camped on the steps of the American consulate and begged and pestered that consul. Finally one day he gave me my passport to paradise, my American passport, and said, "Salom Rizk, congratulations. We have proved it. See, we have documents. You are really Salom Rizk." I said, "I knew it all the time."

Then I sailed for America. I shall not attempt to describe my reverence, admiration, and joy when I first entered New York harbor and saw the Statue of Liberty and all the other wonders, the symbols of America's greatness, imagination, courage, and enterprise. But now I see that all these miraculous human achievements are not just the result of American ingenuity; they are far more than that. They are the very truth of my schoolmaster's beautiful tribute to America when he told me that there men are free, and free men can do the deeds of giants and think the thoughts of God.

I was still dazed and dazzled and filled with a million questions, and yet I could not ask one. They put me on a train that rushed me more than a thousand miles from New York to Sioux City, Iowa. It was summertime, and the whole country was glowing with beauty and splendor and bursting with abundance. I stared wide-eyed and saw the vast ribbons of this paradise flash past the train windows. I saw magnificent industrial cities, little towns, and rich farm estates. Each farm stretched like a kingdom with more land, more livestock, and more wealth than ten villages the size of mine back in Syria. Every farmer seemed like a prince with a big white mansion and red cow castles. I became literally frightened by the sight of so much wealth.

No one had bothered to tell me how immense it was, how far Sioux City is from New York, or how long it takes to get there. Considering the speed of that train, I thought I would be with my relatives in

five or six hours. But that crazy monster of noise and fire and power roared from one station to another and from day to night and night to day. Every time it stopped in some town I would pick up my bundle and walk out. The nice, sympathetic conductor would run and catch me. "You still have a long way to go," he would say. The day went and the night came and I was still on that train thundering through this world. I did not try to get out any more. I knew that we had missed Sioux City and Omaha and Nebraska and the United States and Canada and China and Japan. I was afraid we would soon be back in Syria. I argued with myself, why do Americans give Christopher Columbus so much credit for discovering America? How could he have missed it?

The Realization

In Sioux City my brothers tossed my bundle into their American metal jitterbug, and in a few moments it shook us home. Before I had stopped vibrating, one brother went on to show me more miracles and marvels and inventions of America in his home. There was a great shining box in the corner of the living room. Like a magician my brother turned a dial and before my popping eyes and my astonished ears, music and words and static burst out. When they finally explained the radio to me, I knelt and prayed.

Now, I thought, even though I may have to work all day in the stockyards with the cattle and cannot attend these magnificent American schools, I do not have to remain an illiterate alien unworthy of calling myself an American or coming within a mile of a ballot box; I can still catch up with my generation. I can get my education, my Americanization, my English from this miracle. So I kept both ears glued to the radio. As I could not understand English,

how did I know that what I listened to so diligently was a discussion of the evils of halitosis and B.O.?

My first job was two stories below the ground, in a dark, damp cellar. I lost America down there. I could not find a trace or hear the language. Those who worked with me boasted that they were native Americans, but they did not speak to me in English. They called me names and told me what kind of foreigner I was in English, so I was only able to learn native American profanity and bad manners from them. I did very well. Every night I used to take home a brand-new swear word, and you can imagine my embarrassment when my brother took me aside and translated what I had just called him.

For two years I was associated only with people who made me doubt whether I wanted to be an American and made me wish I had stayed in Syria. The American missionaries in Africa have a sign that says, "Be careful how you live. You may be the only Bible a native may read." And I sometimes like to say to my fellow citizens, "Be careful how you live. You may be the only American a foreigner will ever meet."

But one day I met an American of a different kind. This young man said to me, "Salom, do not be discouraged. You haven't even found America yet. You stay with me. I will show you how to find America and work your way through school. I will introduce you to Americans who can guide you and inspire you and lift you up to their levels." I found a job in a big restaurant washing dishes and scrubbing floors all night, and I began to go to school one hour each day. In that one hour, thanks to my teachers and my classmates and their unforgettable friendliness, I found America.

But I could not find any sense or logic in the English language. One day in school they gave me a blank to fill out. I was to write my name, which I did. Then I came to the question "Race?" I went to the dictionary and found many races there—dog, horse, track, human. Now, which one did I belong to? There was only one answer, so opposite the question "Race?" I printed "Human." The next day our teacher saw my paper. He looked at it and he looked at it, and then he looked at the class. "Who is Salom or Solomon R - i - z - k?"

I pleaded guilty. He smiled. "So you're human, are you? Well, it's nice to know I have one human being in the class."

Since I came to this country I have had a glorious adventure. I have traveled in forty-seven of our forty-eight states and every province of our beautiful neighbor, Canada. I have been privileged to know and to make good and dear friends with many people of all nationalities and races and colors, the very mosaic that makes up the glory of this nation. Verily it is to me a proving ground and pattern for the democratic world republic that is to be.



© Eva Luoma

This is the first article in the school-age series of the "Growing Toward Maturity" study courses.

How are things in your community? Has sound leadership set the teacher-parent alliance in a mold of appreciation and mutual service? Such a relationship can be built and is being built in thousands of communities—to the immediate benefit of parents, teachers, and children alike.

Alice V. Keliher



The Kind of Parents Teachers Like

CENTRAL SCHOOL in Hometown, U.S.A., has a remarkable parent-teacher association, which for years has given magnificent, though critical, support to the school. Each June members—fathers as well as mothers—save certain afternoons for taking the children in small groups to the zoo, the parks, the museums, the libraries, and other community services. They do this so that the teachers may have free time for the conferences they hold at the close of every school year to evaluate the year's work. Parents and teachers both know from experience how important this backward look is for the setting of wholesome directions for the future.

Discussion with a Difference

The teachers were sitting in a friendly, relaxed circle in their lounging room. Some were still drinking coffee when the teacher who was chairman of the planning committee for the June evaluation conferences spoke up.

"Today is the day we usually set aside for reviewing our relationships with our pupils' parents. Why don't we try a different approach? I remember some years when we concentrated pretty heavily on what was wrong with the parents. Wouldn't it help us to pull out of the current mood of discouragement if we decided to put our minds on what we like about them?"

"Good ideal!" "We've had all the gripes we need." "Our parents are swell, too. Look at today's trips, for one example." These and other comments showed how the teachers felt.

"All right. Let's go ahead with the positives in our

relationships with parents during this past year," said the chairman, "and when we've finished we'll ask our principal to summarize the points we make, if she will."

The principal chuckled. "I'd love to. Maybe this is a gentle way the committee has arranged to keep me from talking too much! I'll do my best to get all of your points down, but I'd like to make a suggestion. After we've discussed what we like about parents, couldn't we summarize the points on paper and send them to all our parents as a kind of 'Have a good summer, we appreciate you' message?"

"A fine suggestion," said the chairman. "But before we commit ourselves to it, let's see what we really arrive at in this discussion."

Grateful Memories

The first-grade teacher was eager to begin. "I just want to say that John's mother was the greatest comfort to me that time he leaned too far back in his chair and cut his scalp when he fell. The way he bled! Being a new teacher, I was afraid his mother would be awfully upset and blame me. But no indeed! She just said, 'Well, I'm sorry it happened. John is at the age where he takes too many chances. But a boy has to have some bumps and bruises to grow up into a real man.' I've loved her ever since for not tearing into me."

The third-grade teacher chimed in. "Oh, yes! She really is wonderful. You know, I have the oldest of her three children. He's had trouble with reading right along. Perhaps it started when a first-grade teacher tried to push him. I guess she was too eager

to have all her children up to grade. But the mother kept insisting that this boy had a hearing defect that might slow up his pace in reading. And he did. She was really wiser than the teacher in urging us not to push him. He's one of the steadiest and most dependable children I have in my group now."

"It does make a difference, doesn't it, when a child is sure of being loved at home and doesn't have to buy his parents' favor with high marks or by completing the reader?" commented the principal. "Parents rarely tell their children they must earn the milk they drink. But how often do they say, 'Mother and Daddy will love you if you bring home a good report card.' John's mother doesn't fall into that pattern. She means it when she says, in effect, that she wants good mental and emotional health for her children above all else."

"I had a very encouraging experience a few weeks ago," said the kindergarten teacher. "You remember that when Susan's mother went to the board to try to get them to lower the age for entering first grade, we all held our breath and prepared our best arguments against it? Her argument was that there was too much play in the kindergarten and not enough work. Remember? She took it pretty hard when the board stuck to six as the entering age."

"I suggested to her at the time that she needed more facts about our kindergarten, and I urged her to come in and visit. Well, she did—several times. On her last visit I was thrilled when she said, 'Thank you so much for inviting me to observe. I had no idea how much solid learning goes into what seemed to me to be just play. I guess I'd rather have my daughter wait longer and coast down to her early academic learnings than to start too early and always feel she is chinning herself on a bar that is too high.'"

"Congratulations to you," commented the principal. "By avoiding defensiveness you've given this intelligent mother a chance to see for herself what her little girl needs. She might have tried to tear the whole program apart if you had not held the doors open to her. After all, who has a better right than parents to know what their children are getting and what they need in school? If only more parents would do what Susan's mother did, we could do a far better job of educating their children."

"Don't feel that this is exceptional"—it was the sixth-grade teacher speaking now. "I find more and more parents really concerned about whether their children's education is giving them what they need. You remember the long-continuing argument I had a few years back with the father who wanted to know why we were not teaching bank discount in the sixth grade? He had had it in sixth grade and he wanted his son to have it. I remember he asked me if our standards in arithmetic were slipping. I tried to tell him they were not slipping, that they were becoming more useful and realistic. But he finally took his boy

out and sent him away to a preparatory school.

"Well, I saw that father at church a few Sundays ago. He came over to me and told me that his boy had become deeply unhappy in the new school. I felt very sympathetic when he said regretfully, 'I can't bear to think of the unnecessary suffering I caused him over arithmetic. I promise you I won't do it with the two younger ones. I believe this experience has taught me to put first things first. You teach my kids so they are happy and effective people and I'll go along with you.'"

Thank-you Tonic

The group was silent a moment, reflecting on what a problem it is for everyone to put first things first—to evaluate properly the things that go into health, happiness, and good emotional adjustment.

"I'll tell you something I like," proffered the veteran fourth-grade teacher. "You know how long I've been teaching. Or if you don't know, you can guess. Maybe it's a conspiracy or something, but about every week or two this year I've had an informal little note from some parent thanking me for something nice I've done, and it certainly does lift my spirits."

"I don't think it's a conspiracy," the new first-grade teacher volunteered. "It's more of a reflection of the growing understanding and respect we have for each other's job. You know how scared I was this first year. Well, every now and then I get a thank-you note of the kind you speak of. It helps to give me confidence and makes me feel that the parents don't think I'm too new and inexperienced!"

"Well, May and December on the teaching staff both appreciate encouragement. And don't all people feel the same way?" chuckled the fourth-grade teacher.

"Indeed they do!" the fifth-grade teacher chimed in. "Remember last year when the parents helped me



organize my science corner? When I tried to thank them they said, 'You make us feel important. And those notes you have written us, making us proud of our children, are something we appreciate. This is small enough return.'

"I don't want to talk too much," said the sixth-grade teacher, "but there is another point I should like to put on the record. I like the parents who don't try to choose their children's life careers for them. You know, this year Fred's father has been taking Fred and a group of the boys to see a number of people at work. He started with his own furniture-finishing shop and then went on to a number of other occupations. He tells me he wants to help Fred choose wisely, but it is going to be Fred's own choice. Maybe he has learned from his own experience, being forced to go to law school and then flunking out, when furniture finishing was what he wanted all along. Whatever his motive, I like his attitude toward Freddy."

"Yes," agreed the second-grade teacher, "I like the real expression of love and affection that family gives its children. I have the little girl, you know. She is not easily upset by things that go wrong. She looks out on the world with the quiet confidence of a child who knows she is loved. There is nothing stingy about those parents when it comes to communicating real feeling. They believe in showing appreciation for the strengths their children have. It seems so simple, and yet it means so much in helping children to have patience with themselves and to feel so completely secure that nothing really seriously upsets them."

Packaging the Conference Results

"Time has flown," announced the chairman, "and we've barely skimmed the surface. There are many more things we like in parents, but these will have to be held over for another meeting. I wonder if our summarizer would now pull together the points we have made."

"Thank you for asking me to do this," responded the principal. "You have brought out in words and by inference many important things we like about parents. I have tried to get the gist of each and put it in a simple statement. This is what I have on paper:

"We try to like all parents, but we are human and

like some more than others. We like to work with parents who

1. Enjoy going places and doing things with their children.
 2. Understand the ways in which they can help us to get our work done.
 3. Know that growing up includes bumps, bruises, cuts, and getting dirty—and are able to take it.
 4. Accept their children's limitations and do not force them unrealistically into things they cannot do.
 5. Are able to change their minds when adequate proof is offered.
 6. Try to put first things first—to learn the primary values in life and fight for these for their children.
 7. Find out the good things about each child's teacher and tell her about them.
 8. Do not try to control their children's choice of a lifework but give them help and encouragement to find out what is right for them, and then accept the decision.
 9. Give their children abundant love and affection *and express it*, so that the boys and girls come to school buoyed up and supported in the certainty of acceptance by the most important persons in their lives, their parents!"
- "Did we say all that?" "It sounds good!" "And think how many parents we have who do all these things!"

New Attitudes, New Era

The chairman called for order. "Remember the suggestion you made at the beginning of the meeting? What is your pleasure now about sending a summary to our parents, wishing them a happy summer and thanking them for being such fine people?"

All agreed that such a letter should go out. And the teacher planning committee was asked to cooperate in the final editing. That summer, in Hometown, U.S.A., there was increased good feeling about the schools, the teachers, the principal—and more than an occasional conversation between parents about what teachers like in their pupils' fathers and mothers. Said one good-natured father, "Let's make our New Year's resolutions in September this year!"

See questions, program suggestions, and reading references on page 35.

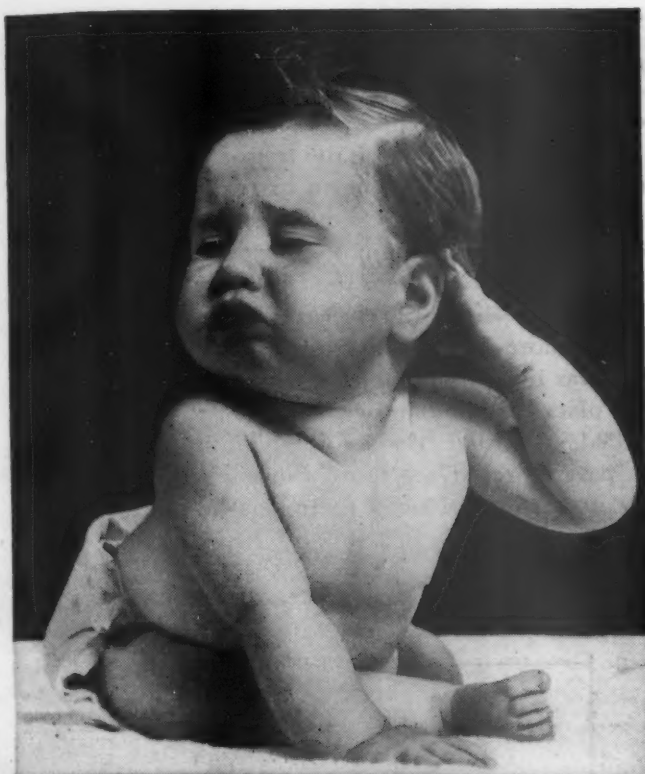
What is expected of schools and colleges right now?

To stick to their main jobs—teaching. High school boys, prospective and former college students must be encouraged to continue their education. This is the best defense effort schools can carry on—at present. . . .

What curriculum changes and shifts should be made for war purposes?

None at present. Schools and colleges need only to teach better the things they ought to be teaching anyway. Schools should improve their offerings for health and physical fitness, Americanism and citizenship, good work habits, skills in thinking.

—EDUCATOR'S WASHINGTON DISPATCH.



Old Practices, New Insights

PEOPLE ARE DIFFERENT. This is a fact that has intrigued us for ages. We look different, and we act differently. Yet there are many things about us that are the same. Almost all of us wear clothes, get sick, enjoy play, and fall in love. This is as true in New York as it is in Bombay, as true now as it was hundreds of years ago, but the way these activities are done varies in different parts of the world. And, too, the way they are done changes with the passage of time.

No one knows the precise amount that heredity or environment contributes to such differences, but we are constantly learning more about the influence each of these has upon us. We know that hereditary influences act far more slowly than environmental influences in changing the way people behave and think. But we also know that people's thinking and behavior are widely different today than they were a century ago.

Some sociologists even believe that our basic personalities have changed. Most doctors agree that we become ill in new and different ways. For instance, an

This is the first article in the preschool series
of the "Growing Toward Maturity"
study courses.

Now as always there is much talk of the "good old times." As always, too, there are those who say that the old times are gone forever—and rightly so, since people change with the years and society today differs greatly from society a century ago. What then?

Shall we discard old ideas altogether, or can we use them in better ways? Or is there a golden mean between a complete break with the past and a completely remodeled conception of life and its responsibilities?

Hunter H. Comly, M.D.

ever present term in medicine nowadays is "psychosomatic illness." One might think that it is being used simply because scientists have learned to control most other kinds of disease and are looking for new fields to conquer. That would be inaccurate, however, because there actually are more people afflicted with this kind of illness than there were a hundred years ago.

Two Cases in Point

Although hereditary changes continue to baffle us, we are finding it profitable to inquire more completely into changes of environment—or *culture*, to use the sociologist's word—that have taken place in the last century. This kind of inquiry promises to help us understand much more about how and why people differ. Since we are especially interested in children, let us think for a moment about the life and times of an average child in the year 1850.

Andrew was born on a farm. For sixteen months he was breast-fed whenever he was hungry. (Many babies died from diarrhea during their second summer.) When his mother was ill for two weeks he was nursed by a neighboring farmer's wife, who had lost one of her twins. Soon after he was weaned, a baby sister was born, and he spent more time with the older children in the family. He gave up his crude wooden cradle to the newcomer and slept in the other room with his brothers and sisters.

When he began to explore the world about him, he was given a home-made doll and a few durable toys, hand-me-downs from his older brother. Rarely did he get into trouble by breaking things in his quest for knowl-

edge, as there were few knickknacks in his simple home and he couldn't climb to the high shelf where the glassware was kept. During his first and second winters he was literally sewed into his underwear.

Although Andrew was "housebroken" by the time he was three, his mother "allowed as how" he must have learned by himself. She didn't have the time to train him, nor did she feel it necessary to supervise him so closely. When he began to assert himself in his father's presence he was promptly squelched and reminded, as were the rest of the children, that little boys and girls were to be "seen and not heard." He found this admonition hard to accept, for he craved his parents' attention and loved to show off. He became quite awed by his father, if not considerably afraid of him.

He spent many an hour on a hard bench in the nearby church, and he gradually came to wonder whether the terrors of an after life, as described by the fundamentalist pastor, could be much worse than the discomforts suffered while hearing about them. He was taught to read by his mother, and he learned to farm just by associating with his father.

It followed naturally that Andrew grew up, settled on a neighboring farm, and reared his children much as he himself had been reared. He knew little of other ways. We can be pretty sure that if he fell ill in adult life it wouldn't be from stomach ulcers, and if he had a "nervous breakdown," it would be colored considerably by his fears of punishment in the hereafter.

In short, Andrew's family and cultural environment impressed itself upon him and caused him to form specific attitudes about all the basic problems of living. These attitudes found expression later in Andrew's own family and social life and in his physical and emotional adjustment to stress. His personality was a product—at least in part—of his times and his culture.

By way of contrast, let us look at the childhood of George, who was born in 1925 in a city hospital. His first contacts with his mother were brief and regulated. He was fed a specified amount at definite intervals from a bottle with a rubber nipple. His mother was advised not to pick him up when he cried, lest she spoil him. He gradually learned to enjoy his daily bath, but not his toilet training. His mother paid a great deal of attention to this matter, and in his baby book a whole page was devoted to the details. On the eleven-month line she wrote, "George is afraid of the toilet, but he's used his potty chair *four times!*" On the nineteen-month line was written, "At last I think he's really housebroken." As time went on, George got over his fear of the toilet.

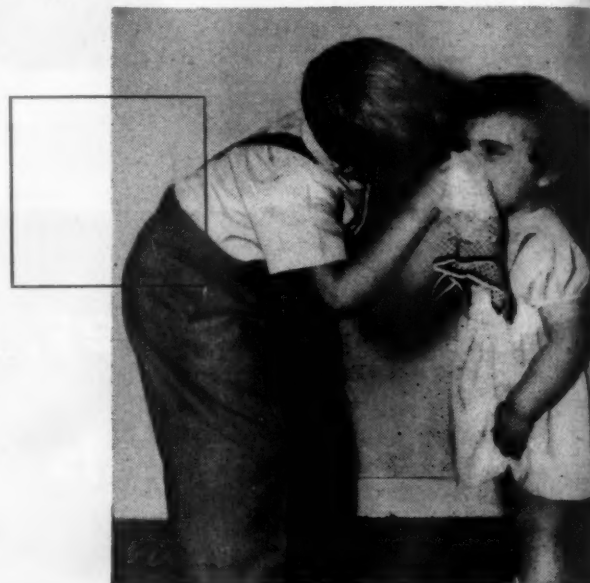
At first he was the only child. He lived in a four-room city apartment, and when the weather was good he played in the park with another boy, a year younger than he. His parents had hoped to have their own home in the suburbs, but by the time George was five they had to give up this plan because his father's job didn't pay well enough.

Then he had a baby brother, who took up a good deal of his mother's time so that she couldn't read to him during the day, as she used to. When his brother was a year old, they moved him into George's room. That made George less lonely, but he still missed the reading. He would feel quite uneasy, too, when his father teased him about playing jacks and dolls with an older girl next door.

Although Andrew, a hundred years earlier, could see his father working every day, George didn't have much of an idea of his father's job. He knew he was an account-

ant, but neither his mother nor his father could explain to him just what an accountant did. During the week Daddy was usually too tired after work to give George much attention, but they did get along quite well together over the week ends.

Most of us can imagine the rest of George's life because we ourselves belong to his world. We can see from these two brief examples, however, how tremendously our culture has changed during the past century. The structure of the family has changed, and so has the role of children. Families are smaller, even though more children live to grow up. The child of 1850 was likely to be accepted as a matter of course. His place in the family was defined, his services needed, and his period of complete dependency on his parents relatively short. Since his presence was accepted matter-of-factly there was less anxious pre-



© Eva Luoma

occupation with the details of his care and training.

In the late nineteenth century and in the first part of the twentieth, the natural rhythms of a child's early growth began to be curtailed and restricted. Yet though restrictions were imposed on children in early infancy, when they reached the self-assertive age they were suddenly given greater freedom and permissiveness. What was the result of this change? It may well have been reflected in the emotional immaturity that made so many thousands of men unfit for military service during World War II. Certainly there is little evidence that the goal of maturity is any more frequently reached by the children of George's generation than by those of Andrew's a century before.

On the other hand, we have learned enough in recent years to convince us that maturity is not an unattainable goal. In fact, there is no particular reason why it cannot be reached. We have learned that growth is an orderly, measurable, and to a large ex-



© Elizabeth Hibbs

tent predictable process. Most modern mothers are familiar with published "norms" by which a child's own development can be compared with the general average of all children.

We know too that satisfactory growth—emotional, physical, and mental—cannot occur unless certain basic requirements of the child are met. The dependent infant, for instance, must have his mother's love and an abiding sense of security in that love. He must be permitted to develop naturally, at his own rate and in his own time, through the successive stages of weaning, of eating solid foods, of learning muscular control, and of walking and talking and toilet training. Later he will need to be given certain responsibilities, and these will increase as his abilities increase. He must have the kind of home guidance that will encourage self-reliance while supplying a full measure of reassurance from those he loves. And he will need friends of his own age to foster his social growth.

These are only a few of the requirements that must be met if the child of 1950 is to develop into mature adulthood in our culture. Determining whether or not we do satisfy such basic needs becomes a justifiable reason for studying old practices to gain new insights.

What's the Good Word?

Not only for children but for adults, too, the world has changed. Andrew's father paced his life to the rhythms of nature—rising at dawn, retiring soon after dusk. His individual work rhythm was easily adapted to the requirements of farming. He lived in a com-

munity of people who shared similar backgrounds, traditions, work, play, and means of communication. He was deeply convinced of the truth of his religious beliefs and felt certain that his aims and goals in life were part of a cosmic plan that would bring reward after death.

George's father knew no such personal or communal security. His life was regulated by the clock and the timetable. The increasing unemployment of the depression years made his job precarious, and he had to force himself to work even when he was ill. His main satisfaction was collecting his weekly pay check, a fleeting symbol of achievement. He was a thoughtful man and a friendly one, but in the apartment house where he lived not many residents stayed more than a year or two. Few of his neighbors shared his opinions, and some were openly hostile to him. Small wonder that he often felt lonely and bewildered in a world that seemed to have no particular place for him.

Even by such brief glimpses into the lives of these two men and their sons we can begin to see what has been happening to our culture—and our people—in the last hundred years. At the beginning of this year's preschool study course let us try to gain as much of a perspective as possible on the enormous changes that have taken place in such a relatively short time.

Some authorities believe that, just as a person whose needs are not met falls sick, so does a society. These people have much evidence to back up their contention that ours is an ailing culture, that as individuals and as groups we have not been allowed to grow freely into maturity. They point with alarm to other cultures that died out when they were unable to survive major changes in their way of doing things. The Sioux Indians, for example, became weakened and demoralized when they no longer had the buffalo to depend on. Their birth rate fell, and their status as a vigorous, healthy society vanished. Many of the same signs of waning vigor can be found in our Western civilization today.

But perhaps these pessimists are forgetting one highly important fact: that an enlightened, free, and soul-searching people can stem the social forces that tend toward disaster. From the stores of human wisdom, as contained and expressed in folkways, traditions, and customs, we can perhaps resurrect ideas and principles that will help us meet the basic human needs of our children and each other. If we can do this, our society will become increasingly healthy and productive as well as emotionally stable and mature.

See questions, program suggestions, and reading references on page 34.

"We welcome all gifts to the headquarters fund of the National Congress of Parents and Teachers."

So replies the headquarters committee to the question, "Do you accept contributions from friends outside the P.T.A.?" Donations are received daily from men and women who, though not parent-teacher members, know what a permanent home for the P.T.A. will mean to America's children.



© H. Armstrong Roberts

Lots of People are Human

1

Bonaro W. Overstreet

How does one find the pathway to peace? For we are beginning to discover that there is such a pathway, that peace is no longer the stuff dreamers wistfully talk about but a reality that men must attain despite all odds.

In this new series of articles Mrs. Overstreet turns the light of mature understanding upon "us human beings," whose ways and wiles make the world what it is and our strivings what they are.

A Working Definition of Personality

THE MAN WHO made up the old jingle about wishing he were "a little rock, just sitting on a hill" was tired. He wanted to sit still ten thousand years and rest himself. Perhaps he was physically overtaxed. Or else he was psychologically overtaxed—tired of the burden of his humanness. This is the more likely case, for physical fatigue alone would scarcely account for the lines,

*I wouldn't eat, I wouldn't sleep,
I wouldn't even wash. . . .*

It takes tiredness of mind and emotion to make a man really dream of "rockhood," of the peace of having neither chores nor crises to deal with, of facing no more disrupting hazards than the warmth of sun, the slow erosion of wind and rain, and

the gentle encroachment of moss. He wanted to be a rock not just because he was tired but because *he was tired of being man.*

It is hard work to be human. It is also, or can be, an experience rewarding enough to be worth the work. But even at best life is not easy. It is not easy because our species has become so mentally and emotionally complex during its long struggle to keep a toehold on the planet that we have all inherited, among other powers, an almost unlimited capacity to misunderstand ourselves and one another.

Out of our misunderstandings, large and small, we are forever creating crises—crises at the breakfast

table and in the councils of nations. These in turn, and our clumsy responses to them, breed fear, anger, loneliness, a compulsive need to defend ourselves, and small, tight loyalties that rule out an embracing loyalty to mankind. As a melancholy consequence men and women often grow mentally and emotionally tired while most of their years are yet ahead of them, and they bring their fatigue to bear upon the not-yet-tired young ones who grow up in their keeping.

Worlds of Our Own Making

It might help if we could all take time out now and then to enjoy a brief "rockhood." But such respite being denied us, we must find a

human substitute—some way of using our unique powers to create peace within ourselves, peace among ourselves.

Even to begin to create such peace, however, we must come to a better understanding of what we are, in order that we may more wisely interpret what we do. It is in an effort to promote such understanding—and peace—that I am tackling this year's articles and that I am tackling first of all the problem of giving the word *personality* a definition that is in accord with current psychological insight and also practical enough to be put to daily use.

My husband and I know two men who grew up in the same midwestern town. One of them now teaches in an eastern university, and the other has a fairly successful business on the West Coast. They do not know each other; that is, the businessman remembers the professor only as a boy who was several years ahead of him in school. The professor is even more vague. He thinks he can place the boy who is now the businessman, but isn't sure.

He says he may be visualizing the wrong chap.

Both of these men, we have discovered, feel strongly about their home town and will talk about it at the drop of a hat. But they feel strongly about it with a difference. To the professor it is not only a place he remembers fondly but also the place where he intends to live when he retires. "It's my kind of town. I *belong* there. I realize that every time I go back. The buildings look smaller to me than they used to, but the people haven't changed. They're the same friendly sort."

To the businessman this same home town is a place he never wants to see again. He has been back just once since he left, and that was during his mother's final illness. "When I took the train the day after her funeral, I took it for good. I never belonged there. Never fitted in. The best thing I ever did was to get out and stay out."

Faced with such contradictory responses to a town so small that both men, as boys, must have walked the same streets, gone swimming in the

same river, and studied under many of the same teachers, we may say wonderingly, "Why, they don't seem to be talking about the same place at all!"

Then we may realize that this is just the point. *They are not*. The census taker might say they are, or the map maker, but not the psychologist. He would know that they describe the town differently because it is for each of them a different place. They would, of course, agree on many impersonal facts, such as the fact that the high school is on Poole Street. But these facts are not what they talk about. Each talks of the town as an *experience center*, a place where things happened that made a lasting difference to his emotional life—his self-confidence, self-respect, and general attitude toward people and events.

Were these two men to meet now, each might heatedly protest to the other, "Apparently you never knew the *real* town at all!" But mentally and emotionally we human beings do not live in real environments. Each of us at every given moment is living within what psychologists call a *phenomenal field*, an environment that appears to him to have certain characteristics and that appears to him, therefore, to call for certain responses.

We might put the matter this way: We are all located by fate among certain realities, but our reactive contact is never with these purely and simply. Rather, standing among them, we create our own phenomenal fields—our own world of how things appear to be—and it is to these fields that we respond with whatever sort of behavior seems to us appropriate.

Tracing Behavior Patterns

Here we reach a point vital to our understanding of personality. Because human beings occupy space as bodies, and are recognized as bodies, we tend to think of personality as body-enclosed, skin-confined. Yet if we consider how we judge different people, how we feel about them, we see at once that we



© Eva Luoma

rate them by their relationship to the world outside themselves. We rate them by the way they handle materials, speak up in meeting, drive a car, do their jobs, talk to their children, talk about the problems of their society, and all the rest.

Our practical daily habits of thus rating people give us a good start toward understanding personality as the psychologist sees it. For he sees personality not as skin-confined, but as *a more or less stable organization of behavior patterns within a field of force*. The quality of a person thus lies in the quality of the interplay between the self and the nonself, between the individual and a multitude of situations that he interprets in certain ways and responds to accordingly.

This is to say that people always, in every situation, do what makes sense to them in terms of what they see in their phenomenal field. They do not do things that from their own point of view, *in the moment of acting*, are stupid and uncalled for. But they may do many things that they later wish they hadn't done—later, when some expanded awareness changes their phenomenal field.

For example, a man who angrily defends a statement he has made, even when overwhelming evidence is marshaled against it, may within an hour—or even within a few minutes—wonder in an agony of self-contempt, “Why do I always have to act like a fool?” Yet one fact remains: At the time when he was stubbornly defending his statement, he could do nothing else that was consistent with his desperate ego-need to keep intact his image of himself as an informed person.

He saw the situation as threatening to his self-respect, to his status as a thinker. Therefore—and inevitably—he reacted in terms of what he saw. He defended himself impulsively, as a threatened organism does. When the occasion for fear had passed, he could extend his awareness, change his phenomenal field. He could then see that he would more surely have fortified both his self-respect and his reputation by welcoming new evidence with grace and interest, even though it undercut his own point of view. But in the moment of threat he could not see as friends-in-thought those people whom he was seeing as enemies-in-thought.

What often puzzles us about such a person is that, in spite of tardy self-reproach, he will re-enact the same unhappy drama of fear time and again. “Why doesn't he ever learn?” we ask.

When Believing Leads to Seeing

To answer that question—or similar questions about our own many kinds of inadequate behavior—we must realize that a person's phenomenal field always differs from his real environment in two respects. It differs because his attention selects out from the total real environment only a scant fraction of what is there. And it differs because his past experience makes him import into the real environment much that is not there at all.

What we select and what we import will depend on many factors. Some of these we will share with other people—and will therefore agree with them as to what the situation calls for. But many of the factors that determine our selection and importation will be intensely

personal and unique to ourselves. Some of these will be factors of knowledge and skill—as when a biologist and a photographer look at a garden and see different things. Most of them, however, will be factors of feeling—of stored-up emotionalized experience. For instance, the man of whom we have spoken imported into a situation, it would seem, a long standing lack of self-confidence, and this lack forced him to see danger where no actual danger called for response.

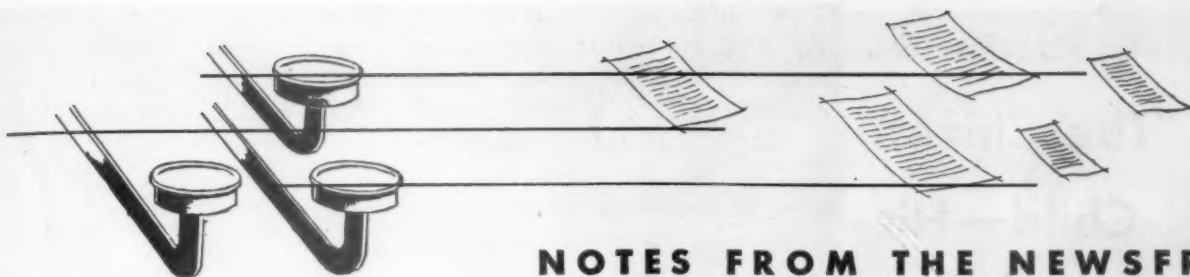
Personality, then, becomes in practice a more or less stable pattern of responses, these determined by more or less stable habits of awareness—mental and emotional habits of picking out for attention certain aspects of situations rather than others and of importing into situations certain attitudes rather than others. The poet Shelley, writing well before the psychological age, touched on this truth: “The eye sees what it brings to the seeing.” But we need to expand his insight.

We are what we do. We do what we do because of what we see in the situations that confront us. And we see what we see because of what our individual portion of native human stuff has become under the forces of life conditioning.

This is the picture of personality to which we shall be returning time and again during the present series of articles—as we try to move toward not only a better understanding of our human selves but a better skill in bringing about, in ourselves and others, changes that will contribute to individual and group fulfillment, that will tend to make our pursuit of happiness less of a dead-end scramble.

Sober Statistics

REPORTS FROM TWENTY-TWO STATES reveal that in the year 1948 more than 17 per cent of the automobile drivers involved in fatal accidents had been drinking and that 23 per cent of the adult pedestrians involved in such accidents had also been drinking. Over the nation as a whole, 25 per cent of the motor vehicle drivers or pedestrians involved in fatal accidents were reported to have been drinking. Approximately 12 per cent of the drivers who were found violating traffic laws in 1948 were under the influence of alcohol at the time.—NATIONAL SAFETY COUNCIL



NOTES FROM THE NEWSFRONT

Homage to the Homemaker—"Administrator of civilization" is the title conferred upon the homemaker by Dr. James R. Wilson, secretary of the A.M.A.'s Council on Foods and Nutrition. She deserves it, in his opinion, because she is the one who applies scientific knowledge of food values. It is she, for example, who makes sure that the kitchen salt is iodized, the milk pasteurized, and enriched bread used in the home.

Islam's Forbidden Image—In Saudi Arabia there is no such thing as a public motion picture theater because Islamic law forbids the representation of the human image. Television, for the same reason, seems doomed to be ignored by the 200,000,000 Moslems of Asia, Africa, and Europe.

Hear Ye!—Less than half the states now require hearing tests for public school children, the American Hearing Society recently reported. In fact, fewer than three hundred cities do. Yet an estimated 3,000,000 boys and girls are today handicapped by imperfect hearing. If they could get medical care promptly, probably more than half could be saved from becoming permanently hard of hearing.

Genius Plays On—Some months ago stacks of perforated music rolls for the player piano, a favorite parlor instrument of yesterday, were discovered in Germany. They had been made by famous composers and musicians now dead, including Debussy, Ravel, Fauré, Grieg, Paderewski, Mahler, Saint-Saëns, and others. So that the authentic touch and interpretation of the masters can be preserved for study and enjoyment, these rolls are being transcribed on records for the phonograph.

When Words Fail—An international sign language is in the making. Simpler road signs, standardized by United Nations experts, are gradually appearing along the highways of Europe. From now on motorists who cannot understand the local language will still be forewarned of such traffic hazards as sharp curves, men at work, and cattle crossings.

High School Casualties—This fall thousands of boys and girls failed to turn up for the opening of high school. Still others will quit before June. Far from dropping out voluntarily, these youngsters are squeezed out, Glenn Varner of St. Paul thinks. He charges that students making low marks are harried and penalized at every turn—forced to attend summer school, barred from athletic teams and other fun, and made the subject of frequent notes to their parents.

Light Trapping—In more frivolous times catching fireflies was sport. In this strenuously practical age, however, it has become atomic business. Last summer, for instance, Dr. Bernard L. Strehler of the Oak Ridge National Labo-

ratory called upon children to help him round up 100,000 of the luminous bugs. He planned to extract luciferin from them for an intensive study of the relation of light to life. This key problem in the understanding of life itself now has urgent significance to biochemists, who hope to find a way to protect people against the destructive gamma rays released by atom bombs.

Brotherhood Abroad—The World Organization for Brotherhood, founded in Paris last June, is an offshoot of this country's National Conference of Christians and Jews. It aims to promote friendship, understanding, and cooperation between people of many religions, races, cultures, and nationalities. Its constitution permits the formation of chapters in all countries except those governed by Communists.

A Definition of Education—Undergraduates entering Hamilton College this fall will find a completely revised curriculum, the result of a five-year faculty study redefining the best type of education for students at a small liberal arts college. The young men will be asked to strive toward (1) a command of English, both written and spoken; (2) a reasonable mastery of a foreign language; (3) an understanding of the nature of reasoning and of ethical judgment; (4) an appreciation of the creative arts; and (5) an acquaintance with the natural world and a comprehension of the interrelation of man and society.

Where There's Smoke—A medical study of 605 men with lung cancer revealed that 96.5 per cent of them had been at least moderately heavy smokers for many years. Another indicated that cancer of the lung occurs more than twice as frequently among men who have smoked cigarettes for twenty-five years as among nonsmokers and smokers of cigars and pipes.

Early American—Scientists snort at tales of the clever opossum. They say he is an exceptionally stupid, slow, and cowardly animal. But in spite of these defects he has managed to make an outstanding record in terms of sheer survival. The only native North American animal to carry its young in a pouch, the opossum was here when the dinosaurs, long since extinct, lumbered over the land. Today, instead of dying out, the tenacious 'possum is even pushing northward into Canada.

A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 10-50, this means that your subscription will expire with the October *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the November issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

Theme:
"The Citizen
Child—His
Freedom to
Grow"

Flag bearers—each one a Long Beach P.T.A. leader—marched to the platform during the processional at the opening session on Monday morning.



© Julius R. Young

CAMERA HIGHLIGHTS



© Julius R. Young

from the 1950 Convention

Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, opened the first general session of the fifty-fourth annual convention, meeting in Long Beach, California, May 22-24, 1950.

The Monday evening session began with a program combining the introduction of state presidents with the national headquarters fund-raising project. Front row, left to right, Thomas D. Rishworth, national chairman of Radio and Television and master of ceremonies for the program; John Harvey Furbay, speaker of the evening; Mrs. A. J. Nicely, regional vice-president; and (standing) Mrs. John E. Hayes. Behind them are the state presidents, each of whom, upon being introduced, presented a contribution from his or her state congress to the national headquarters fund. The backdrop showing the proposed headquarters building was loaned to the convention by the Arizona Congress.



© Julius R. Young



© Julius R. Young

These ushers were dressed in costumes representing the various nationality groups that settled this section of California.



© Julius R. Young

Among the platform guests at the National Parent-Teacher magazine luncheon were, left to right, Mrs. John E. Hayes, president of the National Congress of Parents and Teachers; Mrs. James Fitts Hill, president of the National Parent-Teacher; Mrs. Eva H. Grant, editor; Mrs. Rollin Brown, director of "Looking into Legislation"; Esther E. Prevey, an associate editor; Mrs. Gertrude E. Flyte, member of the board of directors; Mrs. Ruth B. Hedges, former director of "Motion Picture Previews"; Mrs. A. J. Nicely, Knox Walker, and Mrs. Albert L. Gardner, members of the board of directors; and Mrs. Newton P. Leonard, first vice-president of the National Congress. Mrs. Grant gave the principal address at the luncheon. Mrs. Hill presided. Mrs. J. W. Heylman and Thomas D. Rishworth were in charge of the festivities.



© H. Armstrong Roberts

Here is an open letter, or a reasonable facsimile thereof, to American parents and teachers from American youth. We have talked a great deal of late years about the vital importance of the young citizen. Now that same young citizen would like to know beyond doubt that we mean what we say.

This article is a challenge to educators, parents, statesmen, and all who participate in the affairs of the nation.

Young America Grows Up

Alexander Lankler

WHEN YOUNG PEOPLE are graduated from high school nowadays, they feel that they are not just going out into adult life in their own particular communities; they are going out into an age of decision. Some may call this spirit intellectual curiosity, but actually it is a great deal more than that. For one thing, young people are concerned for their survival. They know that if the cold war becomes hot it will be their responsibility to make it hotter, until it once again cools off.

The future of youth, more than that of any other age group, is being decided today. Therefore it seems logical that youth should bear its part in making the decisions that will determine its destiny. True, youth is not free from youthful arrogance, from the know-it-all attitude that says, in effect, "We have the solution to all the problems in the world. Just tell us, give us the responsibilities, and you will have nothing more to worry about." But is this attitude confined to the young? And is it, then, presumptuous to suggest that society, when it

deals with the problems of youth, should listen to the ideas of youth?

For example, would not recreational and community facilities be better keyed to the needs of youth if a young person served on the recreation-for-youth commission in his own community? Why not have a young person on the governing body of the church, the Y.M.C.A., the Y.W.C.A.? And what would be the effect of having a student included on his college's board of trustees?

If a young person were given the responsibility and opportunity of genuine service, he would of course be faced with the same problems that confront his elders. He would have his moments of uncertainty. He would fear that the problems besetting humanity are too large to be affected by anything he alone might do. But do not his elders sometimes share this doubt?

They, the older citizens, at least have the ballot; John Doe, Jr., the youthful citizen, does not even have a vote. If he is frustrated in his desire for service in the community

and the school, it is easy to realize how this feeling is compounded when he attempts to become active in larger fields. Can he help to produce better government? Can he restore peace with his ideals rather than with his trigger finger? The answer to all these questions is yes, he can. Our country is built on the dignity of the individual. Time and time again we see changes of policy effected by a single person.

So we must not despair at the magnitude of the job to be accomplished. A sense of challenge is a more appropriate reaction, for no young person today need stand alone. Youth might well consider the advantages of organizing like the trade unionists, unifying like the founders of the nation, and crusading like the suffragettes. It could become one of the most forceful groups in modern society.

Consider the possibility of a united youth striking out and building bridges of peace with its contemporaries across the sea. An international youth conference could establish international friendship, discover common interests, and go a long way toward preventing World War III. The same young people who meet on the battlefield should be given an opportunity to meet in international conference.

At first blush this may seem impractical. But so did the Friendship Train, the Tide of Toys, CARE, UNRRA, even the United Nations. The United Nations is the logical body to sponsor such a project. It will be expensive, no doubt, but an international youth crusade for peace would bring fresh life into dying international relations.

The Practical View

How can our young people most effectively discharge their obligations as citizens? There are three possible ways. First, youth could build itself into a special-interest pressure group. We have an abundance of these in the forty-eight state capitals and in Washington. But a special-interest pressure group is more often than not a *selfish* inter-

est pressure group, and youth should not under any circumstances organize for selfish ends. It should serve not only itself but society as a whole. There is also the danger that such an organization might be dominated eventually by power-hungry demagogues.

Second, youth could be organized into a community-conscious pressure group, but this too has its drawbacks. Such groups, like third parties, are usually dedicated to a single purpose, and when the goal is reached the active citizen crawls back into his cocoon and stays there.

Other groups, organized for permanence, are designed to alleviate more consistently the disturbing elements of our society. But even these do not provide the scope for action that is inherent in a third suggestion—that young people join the political party of their choice. The American people make their decisions through political parties, and if young people could obtain a voice within the party framework, they would be speaking where it would do them the most good. In turn, the political parties would better fulfill their obligations to society because of youth's presence.

There is still plenty of political corruption. The idealism and courage of youth would tend to clean it up. The enthusiasm of youth would tend to dispel the creeping paralysis that often seems to affect the American voter. Every year editorial writers go through a process of breast-beating and righteous indignation about the disgusting spectacle of forty-five million citizens who fail to vote in national elections. They say, and rightly, that people who complain about their government should take the time to vote on Election Day. Our elections will be no indication of the will of the people unless the young people of today regard voting as an elementary responsibility of citizenship.

Plenty of parents tell their children that politics is filthy and advise them to have no part in it. But criminals are not the rule in political parties any more than dope peddlers and rat packs are the rule in general society. Even if they were, the earnest young citizen should still become affiliated with a political party because diseased politics will never be cured while the doctor refuses to enter the house.

Most important of all, young peo-



© Lil & Al Bloom

ple must realize that if they want to do something to protect their future, they can do it only through organizations that have the power to protect. Political party service has been likened to a moral obligation. The total government of a nation of this size—national, state, and local—presents a task of staggering proportions. What controls it? The obvious answer is that the people do. How do the people control it? They control it through the political party, the political party composed of local leaders throughout the nation. Ward heelers? Call them what you will, they are in the last analysis the only thing government must answer to. The only thing that controls government is the political party.

Furthermore, a political party never deals with single issues. It is a meeting ground for a collision of ideas and personalities, operating within a legal framework, that results in the triumph of the majority within it. If a party is victorious on Election Day, its ideas are translated into the governmental policy of the town, the state, or the nation, as the case may be. The very machinery of a party is designed to transform an idea into a reality.

Individually speaking, a member of a political party can do a great many things that a nonaffiliated person cannot do, such as nominating the candidates from among whom the voters must choose on Election Day, or pin-pointing the platform issues that the voter must accept or reject. By his activity or lack of activity he can help to decide whether the candidate will be successful.

Can It Be Done?

Our attention must now be directed to a very real problem: Will the political party welcome these young people as members? Both major political parties in this country have organizations that are called, respectively, Young Democrats and Young Republicans. The present attitude of the parties seems to be expressed by the words "Youth is coming, and we had bet-

ter get ready for it." The temperature of organizational welcome, however, is not as high as it ought to be, and there is no special emphasis on the inclusion of persons not yet old enough to vote. Some politicians cannot understand how minors can help win elections. But a really smart politician should regard the presence of young people as a good insurance policy for the future. The doors of the party should be opened to the ideas and the ideals and the energies of youth.

We must always remember that a political party is successful only as it reflects the wishes of the people and is responsible to the will of the people—and that means all the people, even those without a vote. Only by emphasis on this point can we bring home to our political leaders the full measure of their responsibility to young people.

Youth too should have its own nation-wide organization within the framework of an established political party and should seek full recognition and complete independence. The framework of state, county, and national committees should be altered to allow a young person, as the representative of youth, to sit in with the senior party leaders.

The youth organization and the political party should have a three-fold purpose: first, preparation of future voters for the responsibilities of citizenship; second, affording youth an opportunity to serve through the medium of the party; and third, the establishment of youth as a political unit with a voice in the control of its own future. The young person who knows he is working to protect his future will respond to the party that not only promises to help him but shows real confidence in him by allowing him to participate.

To this end, annual youth convocations should be held on the national, state, and local levels, and all young people should be given a chance to speak and be heard with regard to candidates, platforms, and methods of political administration. In 1944 a group of some fifty young-

sters in Portland, New York—average age about seventeen—proved their lack of a vote was no deterrent to political activity. The county chairman was in the hospital, so the young people took up where he left off. They staffed the headquarters, drove voters to the polls, rang doorbells, made canvasses. And in Portland that year, there was a higher percentage than ever before of people who voted.

The Ethical View

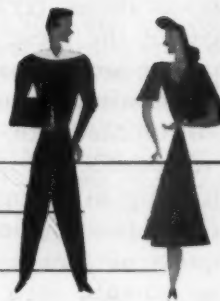
Now a youth who allies himself with a political party must face two dangers. The first is the danger that he will become another Willie Stark in *All the King's Men*, the man whose early idealism was corrupted by a lust for power. The other danger is that the party itself, and partisanship for it, may become so uncompromising and rigid that the young person will be unable to change his ideas when the party is no longer serving the best interest of the country. That is, he won't know when to get out.

But the young person who has a hard core of ethical principles with which he will not compromise is not likely to have this kind of trouble. Convictions are strong weapons if one maintains them. The man who is afraid to stand for what he believes has a partner in the fellow who doesn't know what he believes.

As a young man, I believe the prerequisites of the successful young citizen, if he is to be worthy of the responsibility he seeks, are twofold: first, he must be keenly sensitive to changing issues and personalities so that his thinking will not come to a standstill and, second, he must translate his convictions into action. And may he always remember that the mark of greatness is service. "Whosoever shall be great among you, let him be your servant." Humility and service, manifested through an unflinching application of individual convictions, should be the platform of youth. With that platform, there can be no compromise. Will it make the world any better? We think so.

WHAT'S HAPPENING IN

Education?



● *Ever since last December, when you commented on our neglecting to teach American history, several questions have occurred to me. Can't history be taught in all grades so that a repetition of the same subject matter, made more technical as the child grows, will implant in him a strong sense of the American way of life?*—Mrs. A. F. W.

Not long ago John W. Studebaker, formerly U.S. Commissioner of Education, invited suggestions for a four-year sequence in the social studies. One of the best came from Adeline Brengle, a teacher in the Bloomington, Indiana, high school. To summarize, Miss Brengle recommended:

In the ninth grade I should like to take pupils on field trips in the community, to learn about its problems on the spot as well as in the classroom. . . . During the tenth grade there would be an emphasis on the world viewpoint. For those going to college I would require a course in world history. A knowledge of chronological world history is necessary to have in mind a time sequence, so that problems can be attacked in an orderly fashion and fitted to later learnings. For the others I would plan a course around such world problems as: (1) Will I have to help fight another world war? (2) How does science affect world problems? (3) How can I learn to appreciate people in other countries? . . .

Because our state requires American history in the junior year, I must place it there. However, I want to depart from the traditional method. At the present time no history is more pertinent to Americans than to know how democracy grew in their country. With this as the main theme . . . I would teach my pupils how democracy began in the world and how it came to America. . . .

Likewise the state requires govern-

ment to be taught in the senior year. Here I should like to emphasize functional government with such problems as: (1) What and how am I taxed? (2) How can I secure justice if I am accused? (3) How are the laws made under which I am governed? . . .

For the full text of Miss Brengle's outline see the *Scholastic Teacher* for March 1, 1950.

● *I am chairman of the program committee of our P.T.A. for the coming year, and we are thinking of studying television. Many of us are much concerned about the effect of television on our children. Do you think we can do anything with this big subject? Where should we turn for information?*—Mrs. L. A. R.

In the first place I think you would do better to set your sights on an even larger subject—the effect of mass media on children. By *mass media* we mean television, radio, motion pictures, comic books, magazines, and newspapers. What we shall do about the overpowering influence of these forces on the minds of our children and ourselves seems to me one of the most important problems now before the American people.

How serious is this problem? Listen to Robert M. Hutchins, chancellor of the University of Chicago:

American education is waging an unequal struggle against the vulgarity of what are called the media of mass communication. . . . Even a perfect educational system—and the American educational system is far from perfect—would have a hard time setting up an effective cultural opposition to the storm of trash and propaganda that now beats upon the American from birth.

Chancellor Hutchins knows whereof he speaks. In 1942 he became chairman of a Commission on the Freedom of the Press. The "press" of which this group made an intensive study included all forms of mass communication. One good way to begin to understand what is happening to us would be to read the commission's published report, *A Free and Responsible Press* (University of Chicago Press, 1947). It is short and readable. Read and discuss also the books issued by the commission's special investigators: *The American Radio* by Llewellyn White and *Freedom of the Movies* by Ruth A. Inglis (both published by the University of Chicago Press, 1947). These are not novels, but they make excellent reading.

You might begin by showing a 16mm. film on radio—*Radio Broadcasting Today*, produced by March of Time (19 minutes; sound). This film shows vividly the "storm of trash and propaganda" and also what's good about American radio. It will stir up the minds of your group. Of course you should let the spokesmen for the various mass media tell what wonderful gifts each showers upon our civilization. Write to the Motion Picture Association of America, 28 West Forty-fourth Street, New York 18; the National Association of Broadcasters, 1771 N Street, Washington 6, D. C.; and the Association of Comic Book Publishers, 205 East Forty-second Street, New York 17.

You will do well to be on guard against their arguments, which will include the following: (1) Volun-

tary codes protect children and the public from serious abuses. (2) Mass media are parts of the press, and since freedom of the press is guaranteed under the Constitution, to apply controls is un-American. (3) Parents are responsible for their children, so it is up to parents to keep children away from influences they don't approve of (just try it). (4) If not the parents, then the schools are responsible. Mass media give the people what they want.

Much of this is eyewash, whipped up by well-paid public relations experts. The founding fathers didn't write freedom of the press into our laws to protect Dick Tracy. All adults, not just parents, are responsible for the welfare of all the children all the time. For the mass media masters to run out on their responsibility is sheer cowardice or wanton disregard for human life. As Chancellor Hutchins also says to the mass communicators, "I think you are teachers. I did not say you were good teachers."

But do not, in your studies, make the mistake of placing all the blame on the men at the top—the movie producers, the publishers, the network presidents. They are slaves to a process that must make money. *We* are responsible for the system that permits modern communication to gush out a "storm of trash and propaganda." If we want something different we must seek a different method of paying for what we want. No one has yet come up with promising alternatives. Perhaps you can. The issue is desperately important. To find a way by which all modern mass media can become really good teachers is everybody's job.

● *What did you see and hear during your recent trip to Europe that will be of interest to our readers?*
—EVA H. GRANT, editor

A large order! Let's begin with Pro Juventute in Switzerland. This is the title of a national organization for youth. I discovered it while buying some attractive postage stamps. Each year Switzerland issues

stamps and an official post card for Pro Juventute, and the proceeds go to build up a national fund for various youth services. For example, Pro Juventute pays for sanatoriums in the mountains to which boys and girls threatened with tuberculosis may go without charge. Here's an idea we might adopt and adapt.

Then there are the school camps in Denmark. I visited one of them. Some sixty boys and girls of junior high school age, with their teachers, were spending a week in the thatched buildings that once housed a farm family. During the mornings



and afternoons teachers and children went in groups to visit a nearby farm, collect flowers and plants for nature study, or investigate conservation in a forest. One group put its mathematics to the test in laying out a playground. In succeeding weeks different classes would go from school to their school camp by the seashore. Over week ends and holidays teachers and other groups use the pleasant quarters.

Everywhere in Europe I saw teachers taking pupils on field trips. Each year more than a million visitors go through the Tower of London, and I am sure more than half of them must be parties of school children. Copenhagen has fitted up a ship, a famous old square-rigged frigate, to house visiting school parties at low cost. I was told that three hundred children can live aboard it at one time. In Stockholm harbor lies another old sailing ship reserved for visiting Youth Hostellers.

European schools begin language teaching very early. Junior high school students I met in Denmark had already had two years of English. We got along famously. In Norway I talked with secondary school girls who were expected to master four languages other than their own before graduation. Because of the time required for language study and also because of the academic tradition European children are prevented from enjoying many of the advantages offered by American schools. One finds very little music or art, very few activities such as school newspapers or clubs. Radio workshops are unknown.

Europe, however, does much more with radio for education than we do. England and all the Scandinavian countries have well-planned daily education programs for the schools, using the best script-writers, actors, and musicians. As a Danish radio director told me, "We believe our children should hear nothing but the best."

Child labor in Europe shocks the American visitor. In Munich I saw a ten-year-old boy cleaning bricks. At the Austrian border an Italian boy no older than twelve patiently cracked big rocks into small ones for a new road. (I took his picture. See it above.) He wore no protective glasses for this hazardous job. . . . In Germany a rural school frequently houses both classrooms and living quarters for the teacher. . . . England has increased its school leaving age to fifteen but is hard put to find room for all its students in overcrowded schools.

And finally, more American teachers should take advantage of the splendid opportunities offered them by European universities. Both England and Denmark have short-course introductions to the respective cultures, complete with board and room at nominal expense. Denmark's holiday course "package," including a tour to the famous Kronstad (Elsinore) Castle comes to less than twenty dollars for the week.

—WILLIAM D. BOUTWELL

When Katherine Devereux Blake died last February she rounded out a life of more than ninety notable years. A woman of rare beauty, courage, and intelligence, she was for half a century a teacher and principal in the public schools of New York City. From the day she first entered the classroom she became a champion of the rights of children, their schools, and their teachers. Perhaps the most spectacular achievement in her long career came in 1910, when she waged and won a singlehanded fight for the election of the first woman president of the National Education Association, Mrs. Ella Flagg Young. These words by America's distinguished elder statesman, onetime student and lifetime friend of Miss Blake, were spoken last June 10 at a meeting dedicated to her memory.

"For Gentlemanly Deportment . . ."

A Grateful Pupil Remembers

Bernard M. Baruch

SOME SEVENTY YEARS AGO my father, an ex-Confederate officer, brought his wife and four small sons to New York City from a town in rural South Carolina. He came for the purpose of widening his medical knowledge, which in later years brought improved conditions in hygiene, medicine, and surgery. Within a few days of their arrival my mother took her four boys—aged six, eight, ten, and twelve—to Grammar School 69 in West Fifty-fourth Street. There the superintendent placed them in their different grades.

But the ten-year-old boy did not want to go to this new school. He clung closely to his mother's hand and skirt. As he was led into the classroom he saw what seemed like innumerable faces swimming in a fog before his frightened eyes. Then he heard a voice, a very gentle voice. Someone approached him and said, while she placed her hand upon his shoulder, "Now, Bernard, I am so happy to have you. I am sure the other boys are pleased too. Will you sit in this seat?" I sat behind a little desk, and the class went on, paying no attention to me.

As school was about to be dismissed the teacher asked, "Will some boy volunteer to take Bernard home and call for him in the morning, until he knows his way to and from school?" The whole class volunteered. She

picked a kind, generous boy, Clarence Housman, who acted as my guide and who twenty years later became my business partner.

As the days wore on, all the fears engendered by a great city—whose horse-cars and rumbling elevated trains and great noises had been foreign to me—disappeared.

They Who Affect Eternity

I did not know then, as I learned in after years, that this teacher of mine, Katherine Devereux Blake, was smoothing my path. She encouraged me in my studies and held up to me the precepts I should follow. She stimulated in everyone not alone a desire to do what she wanted them to do but a desire to do it because they enjoyed trying to live up to what she expected of them.

Teachers are the ones who—as much as anyone else and more than anyone else in many instances—form the character, inspire the ambitions and hopes, and keep us from being disappointed if we don't reach perfection. Miss Blake always told us, "Do the best you can, and be sure you are doing the best you can. When you have done that, you have equaled the efforts or results accomplished by any other boy or girl."

It is the teachers, and especially those who deal with the very young,

who have made the character and conscience of America what it is today. It is they who will continue to instill ethics, decency, and a determination to do the very best; they who have made America what it is and must always be. Teachers and nurses, religious and lay, are those who do the most for society and are least recognized for what they contribute. As Henry Adams wrote, "A teacher affects eternity; he can never tell where his influence stops."

Inscribed for a Lifetime

I have in my hand a book. It is not the Holy Bible; it is a volume containing *Oliver Twist* and *Great Expectations* by Charles Dickens. But it has been a kind of Bible to me. It was given to me seventy years ago by my teacher, Katherine Devereux Blake, and in it she inscribed these words: "Awarded to Bernard Baruch for gentlemanly deportment and general excellence."

That was the first prize I ever received, and never have I received one so dear to me. I have read that inscription over and over again in the years that have passed. How could anyone put into so few words what would give the recipient so much inspiration and courage as "For gentlemanly deportment and general excellence"? If one would strive always to merit that, one would lead a useful life which would end in happiness to him and to all. Many, many times have I taken up that book, which I have treasured all these seventy years, and reread the inscription.

I did not see as much of my beloved teacher as I would have liked to do—or as much as I should have done. We never enjoy sufficiently, or show proper devotion to, those who influence our lives the most. We seem to take them for granted and to know that whatever we do or do not do, their loving care and loyalty will persist through all the years. Every now and then I would visit Miss Blake, and she would always say to me, "Now, Bernard, I know you have been a good boy." That meant she expected me to carry on with "gentlemanly deportment and general excellence."

I wish I could adequately express my thanks to, and my appreciation of, that beautiful character. I know what she has done for me and the countless thousands whose lives she touched. If those of us who have benefited by close contact with her have helped our fellow men in any way, it is due to our teacher, to Katherine Devereux Blake. And when I go to the Great Beyond I hope it will be my good fortune to be where Miss Blake will meet me, take my hand, and lead me to my seat.

This is the first article in the adolescent series of the "Growing Toward Maturity" study courses.



© A. Devaney

What Adolescence Is Like

Robert J. Havighurst

The adolescent years are full of potential rewards, both for the adolescents and for those who guide them.

Many—too many—priceless opportunities are lost because parents and teachers have no clear conception of the nature of adolescence.

In a time of crisis it is always profitable to pause and define our terms, lest we "multiply words without meaning."

Here is a clear discussion of the facts about adolescence and what they imply.

ADOLESCENCE is the time between childhood and adulthood. But childhood and adulthood are sociological as well as biological terms, and consequently the period of adolescence varies in length, as it does in most other respects, from one society to another.

Adolescence may be a brief and fleeting month during which a simple girl becomes a puzzled and wondering wife, as in certain primitive societies. Or it may be a long, slow, imperceptible process of learning the roles of adults, as it does on the island of Samoa, where one hardly knows when childhood ends and adult life begins.

In our own American society adolescence varies widely in its meaning. A farmer's son may learn the role of his father and of other farmers in the same slow, effortless way that the Samoan boy learns his way through adolescence. But his own brother, if he decides to lead a city life, may have a bitter struggle

in transforming himself from country boy to city man.

Adolescence in America may be as short and simple as it is for a fourteen-year-old boy who leaves school and goes to work in a garage. He becomes a man in earning power by the time he is sixteen, "goes with" a girl for a couple of months, marries her when he is seventeen, and has his own house and a baby by the time he is eighteen.

On the other hand, adolescence in America may be a long, frustrating experience. Another boy studies his way through high school, takes a premedical course in college, ploughs through three or four years of medical school followed by two years of internship, and finally emerges, at thirty, ready for a man's work as a doctor. During more than half of his thirty years he has been virtually an adolescent. He has continued to be economically dependent on his father even while trying to free himself from his childish emotional dependence. He is a veteran squire of dames, having gone with a couple of dozen girls, but is unable to plan for marriage with any of them because of the demands of his education.

Even within a given society, therefore, adolescence may mean any one of several things, depending on the young person's family and the attitudes of its members toward him or her; on the individual choices that he or others have made with respect to occupation, education, and marriage; and finally on his personal motives and goals.

Tasks for the Teens

Nevertheless, although adolescence is so much an individual matter, there are some important things to say about American adolescence in general. One good way of saying these things is to speak of adolescence as a period during which every boy or girl learns, for better or for worse, a set of *developmental tasks*. A developmental task is simply something that a person must achieve in order to lead a satisfactory life and to advance through the various stages of normal growth. For example, a baby must learn the developmental tasks of walking and talking if he is to lead a satisfactory life as a baby and to move on toward mastery of the developmental tasks of early childhood.

Just so it is with the adolescent boy or girl. He or she must do a fairly good job of achieving the eight or ten major developmental tasks of adolescence in order to be reasonably happy as an adolescent and in order to move into adulthood with a fair chance of mastering the developmental tasks of that period.

The developmental tasks of adolescent boys and girls in America may be summarized as follows:

Accepting one's body. During adolescence one's body takes on its adult form and stature. And since people are favored or discredited by our society according to whether they are short or tall, fat or slim,



©Brooks - Monkmeier

well built or uncomely, awkward or graceful, clear-skinned or spotted with acne, the adolescent has to learn to live with his body and to make the best of it. Sometimes he has so much difficulty with this task that it mars his entire life. Sometimes, on the other hand, the adolescent emerges from a drab childhood into robust young manhood or a blooming young womanhood that makes the whole growing-up process a pleasure.

We shall do well to remember, however, that this process does not begin and end at the same time for all adolescents. Physiological growth is a highly individual matter, as we all know, and it cannot be hastened or delayed. Unnecessary misery is often the lot of the boy or girl who matures later than most of his age fellows and spends an anxious two or three years wondering "Am I going to be normal?" Parents can reassure children whose progress is slow, instead of becoming anxious themselves and unconsciously showing it, as did the mother who made fun of a daughter who had not begun to menstruate by the age of seventeen. She did this to cover up her own concern, but she won the girl's undying hatred.

The best thing parents can do for a child who is slow in achieving his developmental tasks is to give him an abundance of affection and tolerance to make up for the insecurity he feels. At the same time they should provide whatever practical help is possible.

Learning an appropriate sex role. Boys grow to be men and girls to be women without much difficulty in our present-day society, which permits the individual to choose from a variety of roles appropriate to

his own sex. A century ago girls had far more trouble with this task. Their choices were so limited that they were almost bound to adopt the role of wife, mother, and homemaker. But today a girl also has her choice of many accepted roles outside the home.

Learning new relations with friends of both sexes. Boys and girls must learn the social skills necessary to go on dates together, to make conversation, and to cope with the preliminaries of courtship. In addition, they must learn to work together, subordinating their personal feelings and preferences to the purposes of the group. This is something children find it hard to do, but something adults must do well enough to keep the institutions of society running smoothly.

Becoming emotionally independent of parents and other adults. During adolescence the youth gradually frees himself from his childish emotional dependence on his father and mother. This psychological weaning is a necessary part of the growing-up process. It enables the young person to transfer his emotional capital from his childhood family to the new family he is soon to establish.

Selecting and preparing for an occupation. This is one of the major developmental tasks in our society, especially for boys. We set great store by a person's vocation and his training for it. Moreover, we usually expect the youth to make his vocational choice with a minimum of direction from his parents.

Preparing for marriage and family life. Both boys and girls must develop the attitudes and interests favorable to marriage and family living. Girls have the particular task of learning the essentials of homemaking and child rearing.

Acquiring the concepts and skills necessary for intelligent citizenship. This differs from the other de-

velopmental tasks of adolescence in that boys and girls usually feel its need less keenly than they do most of their other tasks. Consequently they are less strongly impelled to master these particular concepts and skills, though teachers and many parents consider this developmental task more important than some of the others at which boys and girls are willing to work much harder.

Building conscious values to fit a scientific world. This means forming a scale of values that places first things first and governs one's behavior consistently, a scale of values that harmonizes with what science tells us about the nature of the world and of man. Such a task, like the previous one, seems less important to the average adolescent than it is in the eyes of adults.

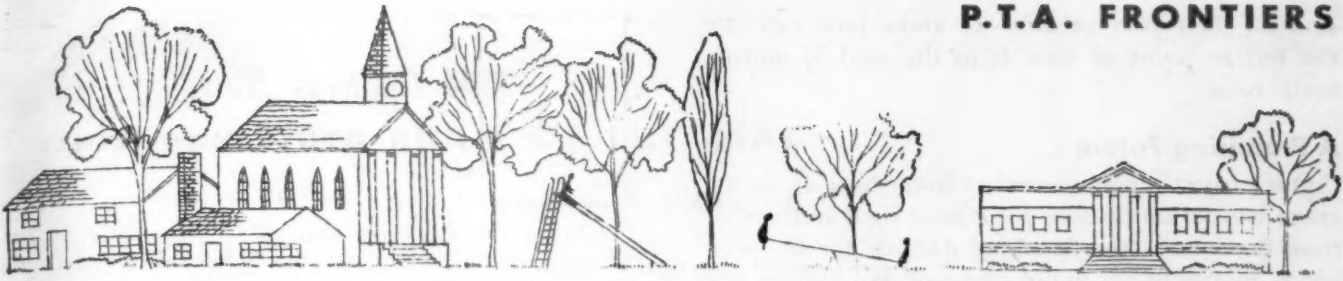
Tipping the Scale

Becoming an adult, then, means mastering the developmental tasks of adolescence with such help as one can get from one's parents, teachers, and friends, from the school, the community, the farm or factory. Among these the two principal agencies of assistance are the school and the home. Whether or not the school personnel work consciously to help boys and girls achieve their developmental tasks, still the school is the laboratory in which many of the tasks are learned. And regardless of whether parents are aware of the developmental needs of the adolescent, they are actually teaching him, more by example than by precept, how to meet those needs. By their own reactions to his successes and failures, parents exert an influence that may tip the emotional balance toward success or failure in the years to come.

See questions, program suggestions, and reading references on page 35.

The World Is Our Business

DAY BY DAY war and the threat of war become to us more real and more demanding. The National Congress of Parents and Teachers, whose positive task is always to build for youth and for the future, has pledged itself to work for world understanding with renewed diligence and freshened faith. To strengthen its efforts in this direction the organization will hold an international relations workshop in New York City on September 28, 29, and 30, following the fall Board meeting. National Board members and state chairmen of international relations and world citizenship will gather to hear distinguished speakers and study common problems. The group will visit the United Nations at Lake Success and also the headquarters of the American Association for the United Nations. Topics for discussion will include techniques for giving people the facts about world affairs, the use of audio-visual aids, resource materials on international relations, and new international education projects.



Progress Report from an Indian Reservation

THE LAC DU FLAMBEAU SCHOOL is located on an Indian reservation in the lake and pinewoods country of northern Wisconsin. In this community twelve hundred Chippewa Indians make their living by selling handicrafts to tourists, acting as guides, hunting, and working for the local electric company. Their children attend school in a large, modern building which until July 1, 1948, was a federal day school and to which white children were admitted on payment of tuition. On that date the federal government turned it over to the state of Wisconsin, and Lac du Flambeau became a public school supported by the taxpayers. Tuition for the Indian children was paid to the state by the government.

Now for the first time the Indians could have something to say about their school. Heretofore any ideas about improvements had to go through Washington, since there was no local authority. Yet so unexpected was the change that the Indian parents were slow to realize what opportunity was theirs. The first reaction was a general anxiety lest the white people would want to take the school away from them. The white residents, for their part, did not welcome the gift of the school, with its prospective tax load.

One Step at a Time

The school enrollment consisted of 197 Indian children and 57 white children. The educational welfare of these youngsters depended greatly on choosing a middle course, one that would be satisfactory as far as possible to both groups of parents. Gradually Indians and white people alike came to realize this—came to realize also that they could only improve their school by working together. To launch such cooperation among the parents our Lac du Flambeau P.T.A. was organized in September 1948.

All of us knew that we had to begin slowly, that tangible results would not show themselves immediately. Ours is a mixed community, like many others in the United States, but one with more poverty, delinquency, and apathy than are usually found in a rural community of this size. The important initial step, then, was to bring the parents together and arouse their interest in their P.T.A.

Strength and Weakness

We learned a great deal during that first year, and although our membership in 1949 was not much larger than it was in 1948, attendance at meetings was almost double. It became more and more apparent that mothers and fathers felt if they stayed away from a meeting they might miss some valuable experience. And those of us who planned the programs know that the many ideas we adapted from National Congress publications helped to give our monthly meetings both interest and purpose.

We have found, for example, that because of the diversified interests of these P.T.A. members, the most successful programs are those featuring either a speaker or an educational film, plus some student participation. Panel or group discussions have not as yet succeeded.

Our average meeting is made up of a group of fifty Indian parents, twenty-five white parents, and fourteen teachers. During the social period they will mingle together informally, but throughout the business meeting and the program there is a tendency toward segregation and a marked reluctance on the part of the Indians to enter into the discussions. We are certain, however, that this will change in time. We shall continue to work toward greater participa-

The Lac du Flambeau School, in the pinewoods of northern Wisconsin.



tion on their part because we know how valuable the Indian point of view is to the goal of mutual betterment.

A Promising Future

Our projects differ somewhat from those of the average association because the school itself is different from the average public school. Health, for the present, is not one of our major concerns. We have on the reservation a doctor, who is paid by the government, and also a part-time government nurse. They take care of all preschool health examinations and immunization programs. Thus the Summer Round-Up is used only as a checkup, to make sure that the necessary procedures and recommendations are carried out in each case.

The school lunch program, too, is different. The government pays for the lunches of the Indian children, and the taxpayers pay for the lunches of the white children. As far as the pupils are concerned, they know that all lunches are free, and hence no discrimination is shown. The P.T.A., however, has made a few suggestions about the personal cleanliness of the student help and about methods of serving. We have initiated the use of individual milk cartons and have persuaded the girls who are serving or helping in the kitchen to wear hair nets.

Other projects in our program are still under way. We know that actually our job has just begun, but we feel that we are making progress. For each task accomplished by all of us working together brings us one step nearer to the effective cooperation we need. We look forward confidently to that happy day in the future when, through our parent-teacher association, whites and Indians will come to understand one another better, parents will become more deeply interested in education and religion, and home life will be improved. When that day comes we shall have a better community for all our children to live and grow in.

—MIRIAM V. GUTHRIE

Indians tanning deer hides on the Lac du Flambeau reservation.



© L. L. Cook Company, Milwaukee



Contents Noted

IN OTHER MAGAZINES

"Crisis in the Colleges: Can They Pay Their Way?" (*Time*, June 19, 1950, page 28.) Many colleges and universities are operating at a financial loss every year. As a result, fund raising has become the number one concern of their presidents. Will the need for economy inspire keener and more imaginative educational planning? Or will standards drop as incomes dwindle? Just what part, if any, is government to play in preserving or threatening the cherished intellectual independence of the private college? The dilemma of higher education set forth in this two-page article merits careful study.

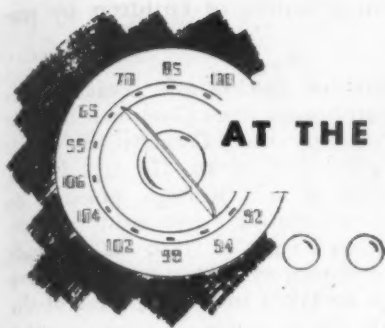
"The Child Who Never Grew" by Pearl S. Buck. (*Ladies' Home Journal*, May 1950, page 35.) Mrs. Buck's own story of what it means to be the mother of a child whose mind stopped growing after only four years but whose healthy body lived on. With courage and simple dignity the noted writer tells of the first reluctant recognition that all was not well with her little girl and the heart-breaking miles she then traveled seeking medical aid, constantly encouraged by misguided pity when actually there was no cure. In her final search for the best home for her child, Mrs. Buck saw with the sharp eyes of a mother the wrong and the right ways of caring for mentally retarded children in the institutions of this country. As one who has been "acquainted with the night," she stretches out a gallant hand to those other parents of the estimated one child in every hundred children similarly afflicted.

"Breast Fed Is Best Fed" by Eleanor Lake. (*Reader's Digest*, June 1950, page 15.) The bottle is a sorry substitute for the breast, according to enthusiastic nursing mothers, more and more pediatricians, and a growing number of leading hospitals. Since lactation is a normal part of reproduction, to curtail it upsets the new mother's equilibrium. On the baby's side, no formula or bottle can bring comfort comparable to that found at Mother's breast while cradled in Mother's arms. The woman who wants to enjoy the deep satisfaction of supplying her baby's milk is advised to enlist the sympathy and patience of the hospital staff ahead of time.

"P.T.A. Promotes School Levies" by George S. Martin. (*The Nation's Schools*, July 1950, page 53.) To the Everett Council of Parents and Teachers, Everett, Washington, goes the credit for two special levies of ten mills each that paid for the construction, repair, and maintenance of local school facilities. All thirteen P.T.A.'s and an adult group interested in the preschool child made the most of simple techniques at minimum cost to reach the ear of the public. Other associations will be quick to adopt similar cooperative measures to meet an educational need within the framework of local law.

Turn to page 8 of the same issue for an answer to the question, "How can we prevent a P.T.A. from trying to run the school and still have it as a helpful organization?" and to page 56 for a summary of who said what at our national convention that is of special interest to educators.

"Childhood's Crippled Minds" by Lawrence Lader. (*Collier's*, July 15, 1950, page 9.) For children in need of psychiatric treatment in an institution, facilities either private or public are pitifully inadequate in most states. The plight of these emotionally disturbed boys and girls is graphically brought home to us by the story of young Peter, who was luckier than some others because there was a good institution in New Jersey, ready to guide him toward emotional health.



AT THE TURN OF THE DIAL

Thomas D. Rishworth

*National Chairman, Committee on Radio and Television, and
Director of Radio House, University of Texas*

MASS COMMUNICATIONS provide one of our most important areas for research and analysis. Radio, with its nation-wide coverage of more than 95 per cent of American homes; television, with nearly nine million receivers estimated to be in use by the end of 1950; magazines, with more than six thousand publications in the United States and a circulation of more than two hundred million readers; newspapers—eighteen hundred daily and ten thousand weekly and semiweekly; motion pictures, serving eighteen thousand theaters; books, claiming nine thousand new publications each year; and even comic books, of which some 531 separate publications are now available—all these mass media represent a tremendous impact on our social habits, our attitudes, and the cultural and intellectual atmosphere in which we live.

The twentieth-century American family has been influenced more directly, perhaps, by these mass media than any other element in the social structure of our civilization. The isolation of the family is eliminated as we come in daily contact with the outside world through the press, the screen, and the radio. The family has yielded its dominant position as a social unit to other groups and agencies. The mobility of the family has been increased as we seek entertainment and recreation beyond the confines of the home. The family has been more acutely sensitized to events and opinions from the outside world through exposure to the daily headlines. That sturdy individualism of the frontier household has continued a losing battle against the preponderant forces of regimentation, demanding that we conform to the will of the masses.

Room for Reason

As in most fields of human endeavor, our social progress has lagged behind technological advances. The atom in the hands of a confused humanity has become a source of destruction, not a source of power. Aviation has given us a thirty-six-hour world, as we were told last spring at the convention of the National Congress of Parents and Teachers, but I am not convinced that this is to our advantage. Man can now fly faster than the speed of sound—but to-

ward what landing field? It is not a question of how fast we are going; rather, it is a question of where we are going.

In radio the incessant din of millions of words each day may deaden our sensibilities to the smaller voices of ideas and meanings. In television the image produced on nine million screens may not be a true picture of life but a stereotyped caricature of the truth. Distortion and faulty emphasis are danger spots in all media of communication.

Fear is another problem. With the advent of a new war in Korea, radio listening has increased overnight. In these days both radio and television must be dedicated to reality in order to meet a very real danger of global conflict. There is no room for cheapness or for tarnished goods when human lives are being sacrificed. Room for entertainment and for relaxation? Yes. But more than these there must be room for reason—and for abiding faith in those elements on which enduring peace and all-pervading decency are built: the home, the school, the church.

That the parent-teacher associations of this nation are becoming increasingly aware of these momentous problems is evident in reports from our radio and television chairmen. We are no longer the listeners, the viewers. We are consumers, and we are learning to accept or reject in terms of value received, as any buyer does.

Queries for Appraisal

Parent-teacher associations are beginning to ask how these mass media influence us and whether the influences are measurable. Are the influences purely quantitative, or are qualitative factors to be discovered? How can the individual subject himself to these forces and yet develop discrimination in his choices among all of them? What is the potential educational significance of television, both in and out of the classroom? Are radio and the motion pictures to be considered as rivals of the newer television medium in a life-and-death struggle? What of world understanding and the radio? Who is the typical radio listener? Where does he live? What is his income? What is the size of his family? What is his educational status? Who is the typical television viewer? How does he differ from the radio listener? Why do we listen? Why do we look? What do we learn from

these looking and listening experiences? What do we not learn from these experiences?

An important step in the integration of a national policy on radio and television for parents and teachers was taken last June with the publication, in this department of the *National Parent-Teacher*, of a list of fifty-three network radio programs and fourteen television programs recommended for home and family use. The list was reprinted in bulletins released by two of the networks and by one of the nationally syndicated press wire services to stations in every section of this country. Two leading trade journals in the broadcasting field also carried items about the recommended programs.

Our major problem in P.T.A. radio work is the influence of broadcasting on the child. The radio receiver and the TV screen provide a window to the world for the young listener, a moving panorama of events and personalities from the past and the present. Not all that radio or TV does should be aimed at the child's level. Admittedly radio and TV must be adult also, with offerings that appeal to the mature mind.

But the "thriller" broadcast in too large doses must inevitably give the child a distorted picture of life. *Variety*, a national publication devoted to the amusement industry, reports that as of June 1950 a total of seventy-seven thrillers were being broadcast every week by the four national networks. This represented a total of forty-five hours of network time for cops-and-robbers programs or variations on that theme. This is an amazing figure. I myself had recently counted only half that number on the networks.

Action by the States

What specifically is being done by our state congresses to meet this challenge? The Hawaii branch reports that it requested certain stations to delay broadcasting thriller programs until after 8 P.M. This was done. California has set up a scholarship for a graduate student at Stanford University to study the problem. California has also provided funds for the University of Southern California to develop a model broadcast for children. Alabama has organized a state-wide committee to study the problem of unwholesome broadcasts. The published reports of this committee warrant the attention of every parent-teacher association in the nation. North Dakota has sent letters to all its P.T.A.'s asking their cooperation in the campaign against unwholesome broadcasts.

In New Jersey the P.T.A. has enlisted the cooperation of the attorney general in combating the influence of certain types of mass media, especially the comic books. Missouri has instituted a state-wide postcard campaign, urging members to write radio stations either to condemn or to praise specific broadcasts immediately after their appearance on the air. Maryland is recommending the establishment of a board of review to screen all radio and television programs intended for the child audience. Illinois has distributed a letter to each one of its more than four hundred P.T.A. radio chairmen, stressing the need

for guiding the listening habits of children by parental control.

The National Congress of Parents and Teachers recently received a communication from Chairman Wayne Coy of the Federal Communications Commission, which issues a challenge to every one of us. He says in his letter: "Your organization is in a strategic position to assist in the movement to improve broadcasting service. The National Congress has a right to voice the opinions of six million listeners and viewers throughout the nation in demanding that steps be taken to remove some of the atmosphere of crime from the air waves. You can do much to make the listener and the viewer articulate."

Other members of the Federal Communications Commission are joining in urging action to examine program standards. Vice-chairman Paul A. Walker of the FCC said recently in a speech at Boston: "The struggle to reach men's minds via radio is daily increasing in momentum and intensity, and the sound and the fury of it are heard in the most distant reaches of the globe. To place our children under the guidance of the schools as a preparation for adulthood and citizenship and then permit them to be exposed without guidance to whatever flashes over the radio or on the television screen an equal length of time—or perhaps even longer—is inconsistent. The schools and the parents must face this problem together."

Listeners, Speak Up

Commissioner Frieda B. Hennock of the FCC had this to say in a speech at the University of Pennsylvania: "In my view the healthiest thing that could happen to American broadcasting is for education and educators to be right in the thick of it."

Finally let me quote from a speech by Chairman Coy at Ohio State University: "It is high time for the American radio listener to stop being a Casper Milquetoast. For more than a quarter of a century of broadcasting the listener for the most part has been a wallflower. It is time for him to stop accepting supinely anything the broadcaster chooses to dole out to him. It is time the listener came into his own."

Chairman Coy, Vice-chairman Walker, and Commissioner Hennock all join in advocating organized listenership in this country. They advocate the formation of listener councils in every state in the nation. The National Congress of Parents and Teachers is already a listener council of more than 6,100,000 members. Think of the results if our six million and more members were to cast their ballots on good broadcasting and bad! Think of the effect of six million votes in favor of more broadcasts like NBC's *The Quick and the Dead*, presented during the past summer. Think of the effect of six million votes against only one of those seventy-seven thriller broadcasts! Think of the synthetic death represented in radio thrillers as compared with the very real death occurring daily in Korea. Think and listen and look and act; then broadcasting will be what it is intended to be—a bulwark against fear, an image of things as they are and as they might become when peace is restored to the world.



Poetry Lane

Prelude to Flood

The treetops hang weary with rain,
And the cloud-sickened sky
Is drooping and dreary with rain,
And the rivers run high.

The rivers run sodden with rain
In a furious flood,
And the valleys are trodden with rain
Into marshes of mud.

Our hearts faint with fear of the rain
And we cry for surcease.
The sullen gray smear of the rain
Darkens; the waters increase.

—JANE H. MERCHANT

Learning Deferred

She taught the final grade at Lincoln School,
And I recall the day she told the room
That once she found a flower by a pool
And loved this strange and fragile little bloom,
Yet never saw but once again its kind—
Whence it seemed a plain, unlovely thing.
She must have been the sort that stirs the mind
Beyond the needs the eighth-grade year can bring;
She knew the lesson would not then be learned,
But school's been out for many a year for me,
And now at last I know that she has earned
A teacher's kind of immortality
With a little story told of a flowered wood;
Remembered on, and finally understood.

—CHARLES E. ROSS

Fall Cleaning

I emptied his pocket
And found some twine,
A little girl's locket,
An old fishing line.
Two jiggers of sand,
A pebble of grey,
A worn rubber band . . .
A long summer day.

—RUBY DIEHR BOERMAN

Animal Visit

Who were these gathered in the dim twilight,
Smiling in tender curiosity,
To take away the terror of the night
With love that lapped around her like a sea?
The tall giraffe from her big picture book
Bent his long neck toward her crib. A fawn,
Shy but determined, glided near to look,
Dappled as sun and shadow on the lawn.
A yellow lion, favorite of the zoo,
Patted her, saying, "She is still so young."
And, hopping near the bed, a kangaroo
Brushed her cheek gently with a wandering tongue.
A pony whinnied where a raccoon crept;
Two weasels and a rabbit watched the door.
Out of the shadows where her sister slept
A string of kittens pranced across the floor.
The room became astir. She smelled sweet fern—
Grandma had never told . . . They must have come,
As in some fairy tale she had to learn,
To see her in her little cage at home!

—LAURA BENÉT

Steppingstones

Today I heard a meadow lark
Trill out his joyous song
Of faith and hope for this old world
Where you and I belong.

Tonight I saw a patient snail,
Undaunted by his plight,
Plodding steadfast in a world
Geared to the speed of light.

And now a child, her eyes alight
With faith, looks up at me;
Fear does not mar the happiness
Of her security.

Across a bludgeoned, morassed world,
Emerging from the night,
I need such steppingstones, dear God,
To guide my feet aright!

—ANNA H. HAYES

Growing Toward Maturity

STUDY COURSE OUTLINES

I. Preschool Children

Directed by Hunter H. Comly, M.D.

"Old Practices, New Insights" (See page 11 of this issue.)

Points for Discussion

1. What examples of ancient, time-honored ways of doing things can you think of that are no longer put into practice in our times? When do you think these customs fell into disuse? In what ways did their disappearance affect you? Your children?

2. Can you think of any examples of traditional ways of doing things that lost popularity or went out of common use for a time and then gradually returned into general practice?

3. The coming of a child has a special meaning for every parent, a meaning related to what is expected for and of the child. Consider the meaning a child born to a rural family of 1850 had for his parents. How did it differ from that of a child born to city-dwelling parents in 1950? On the whole, during which period do you feel parents found it easier to accept a new baby?

4. Families in the 1850's are described by sociologists as *patriarchal*, meaning that the main strength and authority were vested in the father. At that time the woman's role in her society and in the family was pretty narrowly defined. How has the role of women in our culture changed during the past hundred years? How have these changes influenced her capacity for motherhood?

5. Contrast the relationship that Andrew had with his father in the 1850's with that of George and his daddy in the 1930's. How might these differences reveal themselves in the adult lives and personalities of the two boys?

6. Certain very practical changes in child rearing techniques have occurred in the past century. In 1850 only the wealthy could afford baby carriages or had nurseries in their homes. The large majority of infants and young children were carried from place to place in their mothers' arms and slept in the same room with their parents or with older children. Play pens were unnecessary because there were few objects of value in the average home to protect from inquisitive fingers. How would the attitudes of a baby who is always carried about differ from those of the infant who rides in a carriage and plays in a play pen?

7. Nursery schools and kindergartens were unknown in 1850. What trends in American life led up to the formation of these institutions? What problems were they meant to help solve? Would the average three-to-five-year-old child in 1850 feel more, or less, accepted by his family than the modern child whose mother and father both work? Why?

8. What indications would you look for in trying to decide whether a society is healthy or not? What signs and symptoms of social ill-health do you see around you? What evidence do you see of cultural trends that may promise a more widespread satisfaction of our basic human needs?

Program Suggestions

We hope that this year's study groups will plan the kinds of programs—panels, round tables, symposiums, forums, and the like—that will allow as many members of the group as possible to participate. It goes without saying, of course, that every member should prepare himself to make a contribution by reading not only the study course article but also many of the references listed in the next column.

A film can always serve as a valuable stimulus for discussion. The two that are suggested for this month's topic remind us

of certain modern concepts of infant growth and child care. Frequently in group discussion, questions and points of controversy arise that can best be settled by an authority on the subject. This month try asking a social science teacher, a sociologist, or a child guidance specialist to act as "resource person."

References

Books:

Davis, W. Allison, and Havighurst, Robert J. *Father of the Man: How Your Child Gets His Personality*. Boston: Houghton Mifflin, 1947.

Gesell, Arnold, and Ilg, Frances L. *Infant and Child in the Culture of Today*. New York: Harper, 1943. Chapters 1-6, 24.

Gruenberg, Sidonie M. *We, the Parents*. Revised edition. New York: Harper, 1948. Chapters IV, XII, XIII.

Spock, Benjamin. *The Pocket Book of Baby and Child Care*. New York: Pocket Books, 1946. Pages 1-30.

Wolf, Anna W. M. *The Parents' Manual*. New York: Simon and Schuster, 1947. Chapter 8.

Articles in the *National Parent-Teacher*:

Comly, Hunter H. "The Parent and the Pediatrician," December 1949, pp. 4-7. Study course outline, p. 34.

Kawin, Ethel. "What Have We Discovered?" May 1947, pp. 7-9.

Spock, Benjamin. "Baby Training Up to Date," September 1946, pp. 14-16. Study course outline, p. 33.

Films:

Baby Meets His Parents, 11 minutes, sound. Encyclopaedia Britannica Films, Wilmette, Illinois. *Life with Baby*, 11 minutes, sound. Encyclopaedia Britannica Films.

II. School-age Children

Directed by Sidonie M. Gruenberg

"The Kind of Parents Teachers Like" (See page 8 of this issue.)

Points for Discussion

1. What elements in the atmosphere of your own school promote the fine parent-teacher relationship described in our study course article? Note the attitude of the teachers toward one another and toward the principal, the kind of school program offered, and so on. What encouragement had the teachers already given the parents, and vice versa?

2. Compare your P.T.A. with the Central School P.T.A. How can your group come nearer the goal achieved by the Hometown members? Dr. Keliher describes the P.T.A. as giving "magnificent, though critical" support to the school. Does she imply that the P.T.A. would be more helpful if less critical? Do you believe that a P.T.A. which offers no criticism of the school is failing in one of its primary functions? Discuss the kind of criticism a school needs from its P.T.A. What kind is not constructive?

3. Why do teachers like parents who have good relations with their children? Does this mean that teachers will dislike parents whose home atmosphere is not psychologically wholesome?

4. Why do teachers like the kind of parent who accepts his children's limitations and does not press for good marks? What lies behind parents' failure to avoid this error? Do teachers always avoid it? How can we help parents so that they will encourage their children to do their best without pushing them into unreasonable competition?

5. How do parents who don't worry about minor cuts and bruises, stained and torn clothing, ruffled feelings, and little disappointments, free the school to do a better job for its pupils? What safeguards and reassurances about their children's welfare have parents a right to expect? How can these be given?

6. What are the "first things" that Dr. Keliher would have us put first for our children? Are first things for children the same as they are for parents and teachers? Should they be? What can parents and teachers do to appreciate differences in each other's approach to this problem? How can they arrive at agreement about what home-school goals and programs will be best for an individual child?

Program Suggestions

At this, our first study group meeting of the year, we will have new members, some eager to participate from the start, others more hesitant until they find themselves better acquainted with the techniques and activities of a study group. The topic of this particular article and the spirit in which the author handles the subject give us an opportunity to open our study course with a graceful welcome back to old friends and an easy introduction to new ones.

Why not invite the principal, the school psychiatrist, the guidance officer, or an experienced parent—whoever in your school community can best be trusted to act as interpreter between home and school—to address the meeting? Picking up the theme and mood of our article, the speaker can give his listeners an understanding of the school that will enable them to be the kind of parents teachers like. The speaker can also point out to teachers what sort of "invitation and response" on their part calls forth easy cooperation of parent with teacher.

This article is the first of two that deal with parent-teacher relationships in this year's study course. Dr. Keliher has written optimistically, giving us an ideal to work toward. Next month's discussion, written from the parent's point of view, will take up some of the obstacles in the way of cooperation. The group can be invited to suggest at this meeting, or to write in before the next meeting, questions or comments to be taken up in discussing the October article.

References

Books and pamphlets:

Grossman, Jean Schick. *Ways and Means of Reaching Parents*. (Pamphlet.) New York: Play Schools Association, 1946.

Gruenberg, Sidonie M. *We, the Parents*. Revised edition. New York: Harper, 1948. Chapters X and XIII.

Hymes, James L., Jr. *Being a Good Parent*. (Pamphlet.) New York: Teachers College, Columbia University, 1949.

Pamphlets published by the Child Study Association of America, 132 East Seventy-fourth Street, New York 21, New York:

Auerbach, Aline B. *Today's Children for Tomorrow's World*.

Poley, Irvin C. *The Kind of Parents Teachers Like*.

Redl, Fritz. *Preadolescents: What Makes Them Tick?*

Articles in the National Parent-Teacher:

Harris, Raymond P. "Parents Come to School," June 1946, pp. 26-28.

McSwain, E. T. "Problems in the Parent-Teacher Relationship," September 1949, pp. 28-30. Study course outline, p. 34.

Witty, Paul. "On Feeling at Home in School," February 1949, pp. 12-14.

Films:

Lessons in Living, 22 minutes, sound. National Film Board of Canada, 1270 Avenue of the Americas, New York 20, New York. Shows parents, teachers, and teen-agers working together on school and community projects.

(Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.)

III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant

"What Adolescence Is Like" (See page 26 of this issue.)

Points for Discussion

1. Just the word "adolescence" may mean many things to many people. Give examples of how we might use it in its biological sense. What does it mean in its sociological sense?

Which meaning is more likely to change at different times and in different places? Why?

2. Adolescence in America may vary greatly in its duration. What influence would each of the following factors have on the length of a boy's adolescence? The family's financial position; the father's occupation; both parents' attitude toward a college education; the age at which most young people in the community marry; the boy's own mental ability and interests; how far the mother tends to overprotect her children.

3. What is a developmental task? Cite one instance, from your own experience, of how a child or young person succeeded in accomplishing an important developmental task. What are the eight tasks named by Dr. Havighurst as being characteristic of adolescence in the United States? Which of these are likely to be taken less seriously by the young people than by their parents and teachers?

4. Some boys and girls need several years to accomplish the developmental tasks of adolescence; others discharge them far more speedily. What are some reasons for this difference? What advice would you have given the worried mother whose daughter did not start menstruating until she was seventeen?

5. What does Dr. Havighurst mean by "psychological weaning"? What part does it play in a young person's growth toward maturity?

6. How can our high schools and junior colleges—both in their curriculums and in their extracurricular activities—help guide young people through the developmental tasks of adolescence?

7. Probably never before in history has it been so important for young people to have a scale of values sound enough and solid enough to see them through the present world struggle. In what ways do we help our adolescents formulate such a scale? What attitudes and actions on our part (take hoarding, for example) confuse them in their quest for values? How can we encourage young people to put first things first, as our author advises, and what in your opinion are these first things? When should we begin to teach our children the rules that govern decent human conduct? What may happen to boys and girls who are given no such teaching until adolescence?

Program Suggestions

This topic is certainly one that invites the ideas of adolescents themselves. Why not plan a symposium or panel discussion made up of several young people and several adults (among them, if possible, one or two experts in the field of youth guidance and counseling)? The above questions should serve to define the substance of the discussion. At the close of the symposium or panel, throw the meeting open for questions and comments by all members of the study group.

References

Books and pamphlets:

Blos, Peter. *The Adolescent Personality*. New York: Appleton-Century, 1941.

Child Study Association of America. *Parents' Questions*. Revised edition. New York: Harper, 1947. Chapter 10.

Duvall, Evelyn Millis. *Keeping Up with Teen-agers*. New York: Public Affairs Committee, 1947.

Havighurst, Robert J., and Taba, Hilda. *Adolescent Character and Personality*. New York: Wiley, 1949. Parts 1-4.

Articles in the National Parent-Teacher:

Booker, Ivan A. "Democracy in the Teens," February 1949, pp. 4-6. Study course outline, p. 37.

Gruenberg, Sidonie M. "Growing Up in the U.S.A.," September 1949, pp. 23-25. Study course outline, p. 35.

Overstreet, Harry A. "Vanishing Ideals," December 1948, pp. 19-21. Study course outline, p. 35.

Trost, Theodore L., Jr. "Sharing Is Self-fulfillment," January 1950, pp. 4-6. Study course outline, p. 35.

Films:

Junior Citizen, 19 minutes, sound. Gateway Productions, 40 Fremont Street, San Francisco 5, California.

Make Way for Youth, 22 minutes, sound. Association Films, 35 West Forty-fifth Street, New York 19, New York.

Shy Guy, 12 minutes, sound. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

You and Your Parents, 15 minutes, sound. Coronet Instructional Films.



Motion Picture Previews

WITH THIS ISSUE OF *National Parent-Teacher: The P.T.A. Magazine* "Motion Picture Previews" becomes a department directed by the national chairman of Visual Education and Motion Pictures of the National Congress of Parents and Teachers. Mrs. Albert L. Gardner of Fords, New Jersey, will be chairman of our national motion picture previewing committee, and Mrs. Louis L. Bucklin of Larchmont, New York, will serve as preview editor of entertainment films.

In the task of previewing motion pictures for this department of the magazine, Mrs. Bucklin will be assisted by a group of parent-teacher representatives from near-by New Jersey, Connecticut, and New York communities. All of us—the previewing group, the preview editor, the committee chairman, and the director of this department—extend our greetings to readers of this magazine. We have pledged ourselves to continue providing previews of current films that will serve as a dependable guide to children and youth, parents and teachers.

THIS DEPARTMENT will also focus its attention on 16mm. educational and documentary motion pictures available for use at local P.T.A. meetings. Experts in the field of visual education will be consulted for recommended lists of films in various areas of P.T.A. activity. Evaluations of new educational films will be included from time to time, and examples of the successful use of visual instruction materials in local, council, district, and state P.T.A. meetings will be reported.

By expanding the scope of "Motion Picture Previews" in this way, we hope that the department will become a clearinghouse of useful information for state and local chairmen of visual education and motion pictures, as well as a source of information and stimulation for moviegoers everywhere.

BRUCE E. MAHAN, *National Chairman,
Visual Education and Motion Pictures*

JUNIOR MATINEE

(From 8 to 14 years)

Bomba and the Lost Volcano—Monogram. Direction, Ford Beebe. An attractive youngster takes up with Bomba in his latest jungle thriller, and for about a quarter of the way the film is a rather wholesome, appealing boy's adventure story. The eyes of every nine-year-old will glisten at the thought of a miniature leopard suit all his own, of secret trysts with a mysterious tree man, of long, exulting swings on giant vines. But from this imaginative adventure the picture abruptly reverts to jungle stereotype, with ferocious natives, incessant greed and violence, and a savage fight with an alligator. Cast: Johnny Sheffield, Tommy Ivo.

Adults	14-18	8-14
Matter of taste	Yes	Yes

The Broken Arrow—20th Century-Fox. Direction, Delmer Daves. James Stewart, as an army scout in the Southwest after the Civil War, takes care of a wounded Apache boy, and is spared by the boy's people in return. Until now no white man has ever believed that any good could come from this thieving, marauding, murderous tribe. Through their great chief, Cochise, played with inspiring nobility by Jeff Chandler, Stewart learns that it was white trickery which provoked their first attack. He also learns something of the Indians' loyalty, honesty, and affection for one another. There is poetic sensitivity as well as strength in the direction of this beautiful picture. A western in which the stature of the characters matches the grandeur of the setting—and one in which the sordid motives of greed or revenge do not make up the major theme—is very heartening. It points a way in which our frontier folk tales may achieve dignity, real dramatic power, and consequent popularity with much wider audiences. Cast: James Stewart, Debra Paget, Jeff Chandler.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Destination Moon—Eagle-Lion. Direction, Irving Pichel. Here is an engaging and fanciful model for the adventure stories of the future. Against the black velvet backdrop of a universe jeweled with thousands of stars, the silver space ship *Luna* rockets its way from the small, rounded earth to the craggy craters of the moon. George Pals' magical photographic techniques and puppet art, with Irving Pichel's warmly humorous direction makes a scientific fairy tale come happily to life. No villains are needed for suspense. Adventurers as widely different as a big industrialist, a former general, a great scientist, and a Brooklyn technician are united in an undertaking of such tremendous consequence that every incident is packed with novelty and excitement. Cast: John Archer, Warner Anderson, Tom Powers, Dick Wesson.

Adults	14-18	8-14
Fun	Excellent	Good

The Flame and the Arrow—Warner Brothers. Direction, Jacques Tourneur. A rousing adventure tale, sprawling gaudily over the mountains and plains of twelfth-century Lombardy.



A scene from the *Broken Arrow*, with James Stewart and Debra Paget.

brings Burt Lancaster to the screen in the role of Dardo, a swashbuckling Robin Hood of acrobatic virtuosity. In his attempts to rid the land of ruthless Hessian invaders, Dardo leads his band into a series of extravagant adventures, which include the capture of picturesque castles, battles between lords and outlaws, and daring feats on the greensward. The novel way in which Lancaster travels is reminiscent of Douglas Fairbanks at his best. He leaps from pillar to post, swings from chandeliers, and races down tapestries. This is complete escapist fare, a combination of "western" and circus in the colorful trappings of the Middle Ages. An expert cast enjoys itself hugely. Cast: Burt Lancaster, Virginia Mayo, Robert Douglas.

Adults	14-18	8-14
Excellent	Excellent	Good

The Happy Years—MGM. Direction, William A. Wellman. This slow-moving, somewhat stilted drama, laid at the end of the last century, is about a "bad" boy and the lessons he learned in honor and good sportsmanship. The aristocratic Stover family of New Jersey, after trying several private schools, from which their son has been promptly expelled, finally send him to a school where, with the right teachers and an understanding housemaster, he reforms. The characterizations seem artificial for our day and the action too deliberately quaint to hold the interest of children or young people. Based on the Lawrenceville School stories of Owen Johnson, the picture was made at Lawrenceville with the cooperation of the authorities, and some of the students are included in the cast. Cast: Dean Stockwell, Darryl Hickman, Scotty Beckett.

Adults	14-18	8-14
Fair	Fair	Fair

The Jackie Robinson Story—Eagle-Lion. Direction, Alfred E. Green. Simply told and appealingly acted, this life story of baseball's great Negro player hits hard against prejudice and injustice. Seldom has there been a more poignantly dramatic moment as when Jackie Robinson comes onto the field for his first game in big league baseball. He faces not only the risks and hazards of a new player; he faces hatred and narrow-mindedness. At the same time he knows that his people are counting on him to build respect and prestige for his own race. Jackie Robinson accomplishes his job magnificently. He is a natural-born actor who presents an attractive and disarming personality upon the screen. The picture is sincerely produced and deeply moving. However, more authentic baseball drama and more emphasis on Jackie Robinson as a person rather than a representative of his race would win the film a wider audience and therefore make its message more effective. Cast: Jackie Robinson, Ruby Dee, Louise Beaver, Minor Watson.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Regues of Sherwood Forest—Columbia. Direction, Gordon Douglas. The son of Robin Hood, who is also one of the noblest lords in England, is the hero of these colorful adventures in Sherwood Forest. Along with many of his father's old Merry Men he fights to save England from the tyranny of King John. Color photography makes the most of the picturesque background of medieval England. Details of the settings, such as the opening of a drawbridge, are carefully shown, and there is a

good deal of fighting with lance and arrow. Robin, whenever his arrow strikes an enemy, has a habit of swooping down to the rescue, even persuading the enemy to share his own horse. Lady Marianne, the ward of the king, brings romance into the picture. Much of English history in one way or another is reflected in the adventurous happenings. We gain some idea of the times and customs that prevailed in the years 1214-15 and of the events that led to the signing of the Magna Carta. Cast: John Derek, Diana Lynn, George Macready, Alan Hale.

Adults	14-18	8-14
Interesting	Very good	Very good

Treasure Island—RKO. Direction, Byron Haskin. This classic adventure tale, Walt Disney's first feature-length production without animation, is interpreted with warm fidelity to the dreams of generations of young people who have loved the book. From the menacing entrance of Blind Pew at the Admiral Benbow Inn, all the well-known, beloved incidents are excitingly filmed with fine craftsmanship. Bravura acting is at its best as Long John Silver rolls his expressive eyes and savors each mellifluous phrase directed at the squire or the good doctor, or as he snaps orders to his lusty crew of cutthroats. The characterizations are brilliant, the actors heartily relishing their roles. Walt Disney and his company have taken great pains to re-create a masterpiece, and their efforts will please the adventurous of all ages. Cast: Bobby Driscoll, Robert Newton, Basil Sydney.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Trigger, Jr.—Republic. Direction, William Witney. In Roy Rogers' westerns, horses are usually the heroes. For extra measure this melodrama presents not only a new hero, handsome Trigger, Jr., but a villain, the Phantom Killer. This magnificent white stallion is used by the bad man of the piece to destroy horses on the range so that he may promote his protective racket among the terror-stricken ranchers. As owner of the "Roy Rogers Western Show," spending the winter at the home of one of the ranchers, Roy lends his assistance in hunting the killer. Attractive shots of trained seals, lions, pelicans, chimpanzees, and acrobats from the circus will make this picture particularly appealing to children. However, a goodly number of them may be distressed by the shooting of the Phantom Killer. The tradition has grown up in animal pictures that animals, like human beings, can be reformed by proper training. Cast: Roy Rogers, Grant Withers, Trigger, Jr., the Phantom Killer.

Adults	14-18	8-14
For western fans	Good	Good

FAMILY

(Suitable for children if accompanied by adults)

Duchess of Idaho—MGM. Direction, Robert Z. Leonard. A rich and spectacular musical comedy with a big-star cast and including colorful scenes in Sun Valley, an ornamental water ballet with Esther Williams, tap dancing by Eleanor Powell, songs by Lena Horne, and a light little plot—like a candy box ribbon to tie these confections together. The frustrations, heartaches, and complications that follow in the wake of two tangled love stories furnish the sentimental interest. Cast: Esther Williams, Van Johnson, John Lund, Paula Raymond.

Adults	14-18	8-14
Pleasant	Fun	Possibly

Fifty Years Before Your Eyes—Warner Brothers. Direction, Robert G. Youngson. Introduced by a few brief scenes symbolizing this country's historic beginnings and closed by a solemn patriotic exhortation by Arthur Godfrey, this feature-length newsreel digest presents many of the dramatic incidents of the last half century. Playing back the past in old film shots is as fascinating as playing old records. For those who have lived through the era, brief glimpses of celebrities or suggestions of crisis bring memories to fill the gaps in the necessarily sketchy presentations. For younger audiences there is a certain interest in seeing and hearing famous political figures and sports heroes, a grim fascination in watching the marching feet of World War I join those of World War II with scarcely a break. Because the slow, unexciting growth of science, medicine, education, do not make news, the more solid elements in our immediate past are conspicuous by their absence. Nevertheless the picture has caught in part the feel of a chaotic age.

Adults	14-18	8-14
Interesting	Interesting	Possibly



An aspiring young baseball player gets a lesson from a master, Jackie Robinson, in the Jackie Robinson Story.

Louise—Universal-International. Direction, Alexander Hall. A beguiling comedy brings Spring Byington to the screen as a lively, irrepressible grandmother. She drives her son's family to distraction as she enjoys the pursuit and rivalry of two elderly suitors. Edmund Gwenn is appealing as the little groceryman who falls quietly in love with her. Charles Coburn offers a colorful contrast as the blustery tycoon accustomed to having his own way. The direction is sympathetic, with many deft, humorous bits, and the entire cast is excellent. Cast: Spring Byington, Edmund Gwenn, Charles Coburn, Ruth Hussey.

Adults	14-18	8-14
Delightful	Good	Possibly

Peggy—Universal-International. Direction, Frederick de Cordova. The Rose Bowl parade in Pasadena forms a brilliant background for this thistledown comedy devoted to the misadventures of two pretty sisters who become involved in the Rose Queen competition. Charles Coburn, as their father, is a retired college professor. He attempts both to write a book and keep one of his darling daughters away from an Ohio football star, to whom she is secretly married. Stock characterizations and poorly motivated action make this a routine comedy. Scenes of the nationally famous Rose Bowl parade, the football game, and the Pasadena settings give the picture its chief value. Cast: Diana Lynn, Charles Coburn, Charlotte Greenwood.

Adults	14-18	8-14
Fair	Good	Possibly

The Skipper Surprised His Wife—MGM. Direction, Elliott Nugent. A navy officer, returning home from his ship, is annoyed by the disorder in his home. When his wife breaks her ankle he is given a chance to show her how a home can be run according to navy discipline. His attempts result in many semi-slapstick interludes such as putting too much soap in the washing machine, with the resultant suds flooding the kitchen. Only when his family threatens to leave does he realize that the needs of people in a home differ considerably from those on a battleship and require different techniques. Cast: Robert Walker, Joan Leslie, Edward Arnold.

Adults	14-18	8-14
Entertaining	Amusing	Amusing

ADULT

Edge of Doom—Samuel Goldwyn. Direction, Mark Robson. A sweeping message of despair and futility is given strong emotional impact by masterful craftsmanship and high technical excellence. A young man, warped by the rigors of a hard, poverty-stricken life, in a fit of rage kills a priest when the church cannot give his mother the kind of funeral he feels she should have. The words that he speaks as he stands beside her coffin, "If someone had listened or just seemed to care," express the main theme of the picture, in which organized society is indicted by the weak. Sharp, exciting, harrowing drama has been emphasized at the expense of compassion. What remains is the feeling that human suffering has been exploited for dramatic purposes. Cast: Dana Andrews, Farley Granger, Harold Vermilyea, Robert Keith.

Adults	14-18	8-14
Matter of taste	No	No

The Great Jewel Robber—Warner Brothers. Direction, Peter Godfrey. Another crime picture, based on a true incident, is dignified by the semidocumentary approach. An escaped Canadian convict enters the United States illegally and makes his way across the country robbing wealthy homes of jewels and furs and baffling the police. By pretending to be in love with the women he meets, he receives information and financial help. Modern-day settings, with many on-the-spot shots, and good acting on the part of David Brian, who plays the thief, give the picture a certain conviction. The story and the direction, however, resemble those of similar pictures far too closely. Cast: David Brian, Marjorie Reynolds, John Archer.

Adults	14-18	8-14
Fair	Fair	Poor

If This Be Sin—United Artists. Direction, Gregory Ratoff. The title suggests the plushy, plummy quality of this lavish English drawing-room drama whose complicated, triangular love story is played against the romantic background of Capri. Exaggerated plot and heavy acting mar the glossy finish that usually accompanies this type of picture. Cast: Myrna Loy, Roger Livesey, Peggy Cummins.

Adults	14-18	No
Mediocre	No	8-14

It's a Small World—Eagle-Lion. Direction, William Castle. What starts out to be a stirring social drama on the plight of minorities turns midway into a routine success story with a superficial and glamorous happy ending. Through his childhood and youth Harry, who is an attractive and appealing midget, struggles against using his abnormality to entertain others. The audience is led to sympathize with his efforts to make an honest living like a normal man. Yet after Harry gets in trouble and the judge, as a kindness, banishes him to the circus, any real answer to his eloquently presented problem is neatly avoided. The pomp, fanfare, and glamour of circus life, plus the addition of a dazzling young feminine midget, sugarcoats the solution. Cast: Paul Dale, Lorraine Miller, Will Geer.

Adults	14-18	8-14
Interesting	No	No

Madness of the Heart—Universal-International. Direction, Charles Bennett. Stricken with blindness and facing the loss of her sweetheart's love, a young girl seeks sanctuary in a convent. But a wise old Mother Superior returns her to the world, where she marries her waiting lover only to find that his family bitterly resent her blindness. From this dignified beginning the film deteriorates into the tritest of melodrama, with inane situations and a mediocre script. Interesting scenic backgrounds and some good individual performances are not sufficient to relieve the tedium. Cast: Margaret Lockwood, Paul Dupuis, Kathleen Byron.

Adults	14-18	8-14
Poor	No	No

Panic in the Streets—20th Century-Fox. Direction, Elia Kazan. A well-produced film that explores the dramatic possibilities behind the discovery of bubonic plague in a large American seaport. A doctor from the United States Public Health Service finds symptoms of the dread disease in an unidentified body brought to the city morgue. Difficulties begin when the young doctor attempts to convince city and police officials of the need for immediate, drastic action. Every minute adds incalculably to the dangers of an epidemic, as the search goes on for clues leading to the identity of the victim and his immediate associates. Criminals and gangsters are seen in proper perspective when they are shown not as glamorous opponents to the hero but as a sordid background for the heroic pursuit of a much more menacing enemy. Cast: Richard Widmark, Paul Douglas, Barbara Bel Geddes.

Adults	14-18	8-14
Very good	Very good	Fair

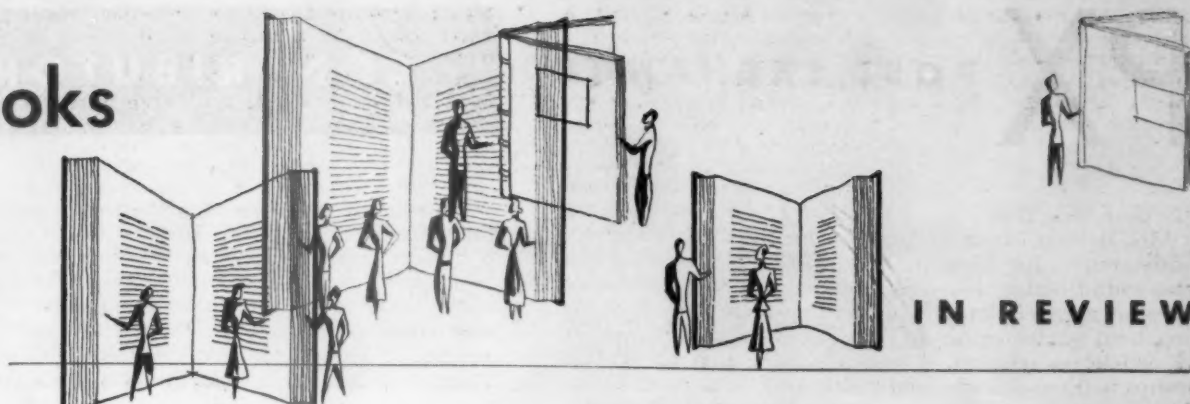
September Affair—Paramount. Direction, William Dieterle. A sentimental, beautifully produced drama with the old familiar triangle for its plot is enhanced by romantic Italian backgrounds and given dignity by sensitive direction and sympathetic acting. A concert pianist and an engineer, who have briefly fallen in love, miss their plane at Naples and are reported dead when the plane crashes. This gives them an irresistible opportunity for a new life together. They soon find, however, that they cannot forget the old life and its responsibilities. The muted tone of sadness pervading the remainder of the picture is deepened by the constant playing of the record *September Song*, sung by Walter Huston. Cast: Joan Fontaine, Joseph Cotten, Jessica Tandy.

Adults	14-18	8-14
Good	Fair	No

So Long at the Fair—Eagle-Lion. Direction, Terrance Fisher. This entertaining picture belongs to the type the British do surpassingly well. It is not pretentious or elaborate, but the characterizations are excellent, even in the most obscure bit parts. The melodrama concerns a visit which a brother and sister make to Paris at the time of the Exposition and the sudden, complete disappearance of the brother. The sister's frantic search is ultimately assisted by a young Englishman who had met her brother. She turns to the British consul, a superb example of the British civil servant who is paternal and sympathetic but whose hard common sense shatters her fantastic story. The French police appreciate her charm but are so regretful. A closing scene of consummate mastery reveals the Commissioner of Police explaining to her the necessity for the success of the fair and the prudence of concealing anything that might interfere with it. Cast: Jean Simmons, Dick Bogarde.

Adults	14-18	8-14
Excellent	Good	No

Books



IN REVIEW

LOVE IS NOT ENOUGH: THE TREATMENT OF EMOTIONALLY DISTURBED CHILDREN. By Bruno Bettelheim. Glencoe, Illinois: Free Press, 1950. \$4.50.

Ever since the Sonia Shankman Orthogenic School at the University of Chicago was founded in 1944, it has been helping children whose emotional lives are in turmoil to come to terms with themselves and reality. Before they are brought to this unique residential school, these children know only fear and defeat. Although all of them have normal or superior intelligence, they have found life so unpleasant that they try to escape it, either by destructive overactivity or refusal to make any positive move. Under the guidance of Dr. Bettelheim and his staff, however, they gradually discover that life is not so bad after all, that it can even be fun.

The reader goes the rounds of a typical day at the school, observing how the children respond to such everyday events as eating, bathing, going to bed, and getting up in the morning, and how the school gives them not love but the stimulus to succeed at ordinary skills. For to these children each simple routine is wrapped in fears and delusions. Because everything they have experienced so far has been hurtful, only new and pleasurable experiences will give them confidence in themselves and others. Until then, learning and normal play alike are impossible.

Many of the acts and feelings to which these distressed boys and girls react with exaggerated behavior also trouble normal youngsters. *Love Is Not Enough*, therefore, is an impressive and exciting contribution to the better rearing of all children. Parents and teachers will be quick to see its application in a thousand specific situations that arise in home and school.

A HANDBOOK ON HUMAN RELATIONS. By Everett R. Clinchy. New York: Farrar, Straus, 1949. \$2.00.

Believing that prejudice springs largely from ignorance, the president of the National Conference of Christians and Jews has written this "primer of facts on racial and religious differences." He describes the cultural contributions of the various immigrant groups to this country and points out how no one race or nationality can truthfully claim superiority in either intelligence or talent. In an exceptionally valuable chapter he concisely explains the beliefs and ceremonies of Jews, Protestants, and Roman Catholics. Finally, he outlines a definite program for converting prejudice into understanding so that all citizens can work together in peacetime as effectively as the members of a bomber crew work together in time of war.

Although intended especially for labor and management groups, *A Handbook on Human Relations* deserves a place in every school, home, and P.T.A. bookshelf.

LIVING IN THE KINDERGARTEN: A HANDBOOK FOR KINDERGARTEN TEACHERS. By Clarice Doehnt Wills and William H. Stegeman. Chicago: Follett, 1950. \$4.12.

With abundant photographs of active, happy children, this book shows what a pleasant place kindergarten can and should be. It considers the child, the parent, and the teacher in their relations to one another and stresses how parent and teacher can best work together. The many elements that make up the modern kindergarten curriculum are described in detail, making this a how-to-do-it book of infinite variety, embracing storytelling, playlets, simple games, and many other mind-and-muscle-stretching activities. There are also suggestions on how to encourage each youngster to participate in the way that will help him the most. Samples of daily planning sheets, individual rating charts, and evaluations of kindergarten equipment are included too. Of outstanding interest to parents as well as to teachers are the pages where all kinds of exciting educational adventures, such as trips to the zoo, are worked out to the last ecstatic minute.

Mothers and teachers—not to mention desperate uncles, aunts, and grandparents pressed into temporary duty as baby sitters—will find *Living in the Kindergarten* full of fascinating suggestions on how to entertain and instruct anybody who is older than four and a half but still not quite a grown-up seven.

INFORMAL ADULT EDUCATION: A GUIDE FOR ADMINISTRATORS, LEADERS, AND TEACHERS. By Malcolm S. Knowles. Foreword by Harry A. Overstreet. New York: Association Press, 1950. \$4.00.

Education is no longer the monopoly of the school. Nowadays clubs, labor unions, fraternal and church societies, and civic organizations offer men and women of every age and varying degrees of formal schooling the opportunity for further self-development. Few people know this great movement from the inside as intimately as does Malcolm S. Knowles, director of the renowned "Learning for Living" program at Central Y.M.C.A. in Chicago.

Here are the techniques of adult education that have proved successful under many different sets of circumstances. How to start, what kinds of instructors to engage, what methods work best in given situations, how to attract and hold interest, what shall be the role of the directing committee, which kinds of publicity will best promote the program, how to measure results—these and countless other vital details of administration are helpfully explained.

Professional and volunteer leaders will find *Informal Adult Education* indispensable in providing the kinds of learning experiences for men and women that will enable them to become more adequate as persons and as citizens.

PX POST EXCHANGE

My dear Mrs. Hill:

Mrs. Delbert Mann has just sent me the titles of the new study courses for 1950-51. I think the materials for this year sound better than ever before. May I especially express my appreciation for the fact that there is, in both the preschool study course and the adolescent study course, an article on religion. I sincerely hope that the P.T.A. groups will use this material widely.

EDWARD D. STAPLES

Board of Education of the Methodist Church
Nashville, Tennessee

Dear Editor:

I have just read the "Motion Picture Previews" in the March issue of your magazine. I am fifteen years old and a sophomore in Montgomery Blair High School. In my opinion the movies recommended in this issue definitely underestimate the level of intelligence and appreciation of good movies of people my age. . . .

Boys and girls of my age have pretty well formed their ethical codes and are unlikely to be morally affected by such films as *Tight Little Island* or *My Foolish Heart*, two very popular films here. . . .

It also seems to me that in recommending movies for an age bracket of 8-14 you must inevitably do an injustice to one or the other of the two extremes. . . . Perhaps a split-up of this age bracket would more closely meet the needs of both the younger and older children.

JOAN M. NELSON

Silver Spring, Maryland

We appreciate Joan's intelligent comments and hope more of our younger readers will let us know just what they think of the ratings assigned to films recommended for their age group.—THE EDITORS

Dear Mrs. Grant:

I must open this letter by first saying how much I enjoy the *National Parent-Teacher*. I think it's a very fine, stimulating, and educational magazine, and my only regret is that I didn't know about it earlier in my career as a parent. As program chairman of Frederic Burk P.T.A., I am especially interested in the study courses. . . .

I have wondered why this excellent magazine should not be offered to members of P.T.A. as part of their membership dues. I consider it a must in every home and would like to see membership in the P.T.A. and subscription to the magazine a simultaneous occurrence.

HILDA G. FLEMMING

San Francisco, California

What do you think? As we reminded Mrs. Fleming, dues are deliberately kept low so that absolutely everyone will be financially able to join a P.T.A.—THE EDITORS

Dear Mrs. Grant:

My wife has forwarded to me your letter, which you so kindly sent with copies of the *National Parent-Teacher* and some of your other publications. . . . I have been interested in the care of children within their own homes for many years and hope before very long to be able to visit the United States to learn at first hand more of what is being done in what I call "parent-craft teaching." . . .

I am at present in northeast Africa on child welfare work but am anxious to return to my parent-craft teaching in England, believing that the raising of the national standard of child care by parents is the only cure for many social evils.

LESLIE HOUSDEN

Khartoum, Anglo-Egyptian Sudan

CONTRIBUTORS

As assistant professor of pediatrics in psychiatry at the State University of Iowa, HUNTER H. COMLY, M.D., is in a strategic position to observe how mind and body work together in even the youngest infant. For the second successive year he is directing the magazine's parent education study course for preschool children, which will be developed around the general theme "Growing Toward Maturity." Dr. Comly is the father of three young children.

ROBERT J. HAVIGHURST, professor of education at the University of Chicago, is chairman of the university's Committee on Human Development. Besides serving as director of the General Education Board, he has taught at the University of Wisconsin and at Ohio State University. Not only does Dr. Havighurst have unusual insight into the problems of adolescence, but he is also keenly interested in what happens to older folks. Adding to a distinguished list of books and articles, he is now at work on a study of elderly people in a small city of the Middle West.

ALICE V. KELIHER's work in child development has brought her well-deserved recognition. A member of the faculty of the School of Education, New York University, she has also been state director of parent education in Connecticut, supervisor of schools for the city of Hartford, and instructor at Yale University. Dr. Keliher's deep concern for human welfare has led her into such positions as field consultant for the Bureau of Intercultural Education and chairman of the commission on human relations for the American Education Fellowship.

Delegates who heard ALEXANDER LANKLER speak at the National Congress convention in Long Beach last spring were greatly impressed by his able mind. Now a law student at Cornell University, he has a highly developed sense of the importance of an informed electorate actively participating in the political affairs of a democracy. Barely more than twenty-one, Mr. Lankler has already had several years of successful experience as newspaperman, radio commentator, civic leader, and public speaker.

BONARO W. OVERSTREET, whose new series of articles proving that "Lots of People Are Human" begins in this issue, shuttled across the continent from her California home to spend the summer on the Overstreets' farm in Vermont. Those who attended the national convention had the rare privilege of hearing Mrs. Overstreet and her husband do one of their famous colloquies on the subject "Fulfilling Our Human Nature." The coming year will find the two of them as busy as ever with lecturing, teaching, and writing.

For SALOM RIZK, Syrian boy who had to claim his rights to American citizenship the hard way, this country holds perhaps profounder meaning than for those of us who have never been denied its advantages. On lecture platforms from coast to coast he has been reminding his fellow citizens that America is still what it was in pioneer times—a land of blessed opportunity. His personal discovery of America is vividly described in his book, *Syrian Yankee*.

This month's "P.T.A. Frontier" was submitted by Mrs. Miriam V. Guthrie, president, Lac du Flambeau P.T.A. Lac du Flambeau, Wisconsin, and by Mrs. Woods O. Dreyfus, president, Wisconsin Congress. The articles by Alexander Lankler and Salom Rizk are condensed from addresses given at the annual convention of the National Congress last May.